



PERRAULT-DUPLOYAN

Elementary
&
Superior

COURSES
of
STENOGRAPHY
by
Denis R. Perrault

PERRAULT'S STENOGRAPHIC INSTITUTE

5011, PARK AVENUE, MONTREAL, CANADA

— 277-9937

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CAUTION

It has come to our notice that several institutions have, for their pupils: copied our books, notably "The Dictations" and the "Abbreviations". This, as can be readily understood, is dishonest and disloyal and causes us a serious prejudice as it reduces our sales. For the last 65 years we have worked incessantly to perfect our system. Now that we have attained that end it is only just and fair that we should reap our reward. In future we will prosecute all delinquents.

Any person who, without the consent of the author, translates, copies or publishes in whole or in part any copy of this work is guilty of a misdemeanor, and shall be punished accordingly. 32 R. S. 1927, Art. 17.

Approved by the

Council of Public Instruction

May 3rd 1899 and January 31st 1940

Adopted by the

Montreal Catholic School Commission

1919 — 1934 — 1948

PERRAULT-DUPLOYAN
Complete Elementary Course
OF
STENOGRAPHY
IN
SIX LESSONS

AN INCOMPARABLE SYSTEM ARRANGED SPECIALLY FOR THE
USE OF THOSE DESIROUS OF ACQUIRING THE ART WITH
OR WITHOUT THE AID OF A TEACHER.

We have formed 1057 Court Official Stenographers, and more lay
and religious teachers than all the other colleges
combined.

NO POSITIONS—NO SHADING
VOWELS ALWAYS REPRESENTED

Angles practically suppressed, RESULT: SIMPLICITY—
RAPIDITY — LEGIBILITY — EXCELLENCY

BY

DENIS R. PERRAULT

Professor of French and English Stenography — Public
Courses at the Monument National; at St. Mary's
College; at Sacred Heart Academy; of the
Canadian Stenographic Association and
of the free French and English
courses given in "La Presse"
to 1187 pupils.

TWENTIETH EDITION

Completely revised 1940

MONTREAL, CANADA

1965

For sale at the Institute and book stores

IF grammar, history, arithmetic, music, etc., cannot be taught without the aid of classical books, how can one expect to teach efficaciously the winged art unless the student is in possession of our methods? It is a serious mistake to attempt it.

The student should consult frequently the rules of the "Elementary Course" and the numerous examples therein contained when studying or practicing. Likewise, when he has reached the advanced or professional stage he should have the advantage to consult the "Superior Course" as well as the "Fifteen Hundred Abbreviations."

Professors, if your aim is to form real stenographers, and thus maintain the good reputation of your institution, by all means place our books in the hands of every one of your pupils.

Elementary Course of Stenography

PERRAULT-DUPLOYAN

PREFACE

*"Read not to contradict and refute,
Nor to believe and take for granted.
Nor to find talk and discourse,
But to weigh and consider." — Bacon.*

We need not, here, proclaim our competency as teachers and authors, as we are sufficiently well known to the educational community; for, during the past thirty-five years we have been identified with stenography, as may be seen by the *Ephemerides* which appear on the front cover.

The publication of the fourteen editions of our method of French stenography and the nine editions of our English system has met with unprecedented success; to-day, they are exclusively taught in almost all the business colleges, schools and convents of the Country and in a large number of institutions in the United States. The testimonials we have received, eulogizing its superiority and simplicity, are legion. Again, the fact that we have trained more Court Official stenographers (1052) now practising in our criminal and civil courts than all the other colleges of the Province of Quebec combined, would show that these testimonials were well deserved.

Some of our pupils, after a two to three months' course, have attained a speed of over 250 words per minute, 260 having been written by Mr. W. A. Handfield. Again, a record of 291 words per minute was established by Mr. D. F. Marcovitch. Court Officials Stenographer and Manager of the Stenographic Service Registered Montreal.

It is not our purpose to compare, here, Duployé's with the other French systems, this having been done, quite elaborately in the "*Cours Élémentaire de Sténographie*", nor yet to vaunt its unquestionable superiority which is recognized in the Senate as well as in the House of Deputies in Paris, where three-fourths of the Stenographers, like their colleagues in Belgium and Switzerland, use this system. A glance at the following comparative plates will readily show that the adaptation of this system to English fills a long-felt want.

In the course of the last fifty-five years' practice, our system has successfully passed the most severe tests. With it we have trained hundreds of official and professional stenographers as well as teachers for most of the best Canadian Colleges. Its simplicity, rapidity and legibility should recommend it to all who wish to teach or practice the winged art.

It has been officially approved by the Province of Quebec Council of Public Instruction on May 3rd 1899 and again on January 31st 1940.

In 1919, 1928, 1934 and 1948 the Montreal School Board, recognizing the indisputable superiority of our French and English systems has decreed their compulsory teaching exclusively, in all the institutions under its control.

The adoption of our system by educational institutions will add greatly to their efficiency. Its extreme simplicity will not admit of the holding of pet theories and variations of methods on the part of individual teachers, thereby insuring uniformity in the treatment of the subject. Thus, a teacher could be replaced at any time without the usual conflict of principles and with a minimum of confusion. This fact would apply equally well to the case of a pupil changing classes or even changing schools.

The clear and orderly manner in which the subject matter of our system is treated makes it possible for any teacher to master the method in all its details within an hour or two; and that, without aid other than our treatise. It is within the reach of all and results show with such fascinating rapidity that its study, instead of a laborious grind, becomes rather a pleasant recreation.

So simple is Perrault-Duployan, that mere children have successfully passed the severe examinations of Official Court Stenography:

Mr. Joseph Casgrain, 16 years, (June 9, 1903);

Miss Aurore Coupal, 14 years, (June 6, 1905);

Miss M. T. Perrier, 15 years, (June 14 and December 13, 1913);

Miss Annette Limoges, 16 years, (in French, June 10, 1916, and in English, June 9, 1917);

Miss Alice Aubertin, 15 years, (December 9, 1916);

Miss Imelda Maltais, 16 years, (June 9, 1917);

Miss G. Herscovitch, 16 years, (June 9, 1917);

Miss Doris Gagnon, 15 years (in English, December 15, 1917);

Miss Antoinette Fournier, 16 years, (December 15, 1917);

Miss Anna Marie Laroche, 16 years, (December 15, 1917);

Mr. Roland Lajoie, 16 years, (in French, December 15, 1917; in English, June 8, 1918);

Mr. Ivanhoe Trudel, 16 years, (1918).

BY-LAWS of BAR of MONTREAL

"The test of competency that candidates shall undergo Art. LXIII:

- 1o—Orthography and grammatical correctness of French or English as the case may be;
- 2o—Dictation by examiners in the candidate's own language, on a given subject;
- 3o—Bilingual candidates, French and English : translation and transcription of dictation into French-English and English-French;
- 4o—Dictation by examiners shall be one hundred and seventy (170) words per minute for four minutes.
- 5o—Every omission or substitution of words altering the meaning of a phrase shall involve, for the candidate, the loss of five (5) marks for each word;
- 6o—Every omission of words, without altering the meaning of a phrase shall involve, for the candidate, the loss of one (1) mark for each word;
- 7o—The transcription of stenography into ordinary writing shall be done at a minimum rate of twenty-five (25) words per minute;

We never allow our pupils to go up for the exams if, on the previous day, they cannot write at a minimum speed of 200 words in several tests of one minute each.

Ninety per cent (90%) of Perrault-Duployans pass these examinations successfully.



INTRODUCTION

Stenography is the art of writing as rapidly as one speaks. The main object of stenography is to take speeches verbatim. But, it is also of great service to students, business men, lawyers, journalists and to all those who have much writing to do.

Stenography, to be practical, must be both fast and legible. Speed and legible writing can be obtained, only by using a simple sign to represent a sound and a combination of sounds to represent words.

In Perrault-Duployan's stenography sounds only are used and the signs are extremely simple. By applying the rules, given in this book, for the use of these simple signs the student can, in a very few days, write correctly, legibly and rapidly.

The method of teaching we diffuse is indisputably the most simple, practical and logical; it appeals to the intelligence of the pupil rather than to his memory. Again the treatment of the subject is such that not only does it greatly simplify the task of the student, it also reduces the work of the teacher to a minimum.

INTERNATIONAL EXHIBITION OF STENOGRAPHY

Held in connection with the National, Colonial and Industrial
Exhibition at Rouen, France, in 1896.

PRIZE - LIST Second Division

METHOD OF TEACHING

EXCLUSIVE PRIZE: Silver Gilt medal offered by Mr. Casimir
Périer, Senator, to Mr. Denis R. Perrault, Montreal, Canada.

A TALK WITH TEACHERS

The teacher of stenography will find in our method a valuable aid in teaching the art of the "photography of speech."

The rules are clear and concise and the many examples following them render all misunderstandings impossible, so that the task of the teacher as well as that of the pupil is as easy as it is agreeable.

We strongly urge all teachers who are anxious to save precious time and labor to put this book in the hands of ALL their pupils.

With the method of teaching used by us for a number of years and the explanations herein given, the teacher's work is simplified and the pupil derives the greatest possible benefit.

Exercises should be written on alternate lines; the blank spaces being reserved for the teacher's corrections. Under each stenogram incorrectly written, the teacher first writes it as it should be written

and then adds the number of the rule which applies to it. Thus, the pupil makes rapid progress as he is constantly called upon to study the rules and to consult the numerous examples.

It is said that skillful stenographers are rare. If this is true, it must be due to the manner in which stenography is taught. We have known teachers who were very deficient in that which they attempted to teach. (1) "Like teacher, like disciple" is a proverb which will always be true. The teacher should be thoroughly versed in the method he teaches. (2) As in all other subjects, stenography must be taught with surety and method; therefore, the teacher must be absolutely familiar with all the rules of our course. A teacher who has only a superficial knowledge of stenography cannot impart its principles to his pupil. Without a thorough understanding of these principles, the pupil can never devote himself to practice and his prospect as a stenographer are very slim.

(1) He was so imprudent as to attempt to teach what he did not know. St. Augustine, (Book V).

(2) "Les professeurs de sténographie", par D. R. P. (Revue Internationale de Sténo., Paris, April 1906).



SIX CARDINAL POINTS


- 1.—PROPORTIONS.—See that the proportions of the signs are rigorously adhered to — 95% of beginners fail to observe rule 5.
- 2.—SLOPE.—Some students have a tendency to make their P's and B's as though they were K's and G's; these defects should be pointed out and corrected.
- 3.—FORM.—Insist that the stenograms be properly formed. There is usually a tendency to be careless in writing the letters J, S, M and N; the vowels U and UH and the nasal sounds AN, EN, IN, ON.
- 4.—SIZE.—Insist that the writing be small and the stenograms close together. (See advise to students, page X).
- 5.—TRANSCRIPTION.—See that the student reads, not only the exercises provided but also his written notes. Too great stress cannot be laid on the importance of being able to transcribe notes with facility.
- 6.—DICTATION — NEVER DICTATE TO THE STUDENT, PARTICULARLY IN THE EARLY STAGES OF THE COURSE.— Dictation causes the student to write carelessly and hurriedly; the stenograms are poorly formed, and in consequence, transcription is rendered extremely difficult and uncertain.

Dictation is by no means essential to speed. The main thing is to acquire a thorough familiarity with each and every sign. With a styllet or dry pen let the student trace over the stenograms in the accompanying exercises, repeating audibly the syllables of the phrase as traced. Let him proceed in this manner with each exercise and with each phrase of each exercise. No attempt at speed should be made. Proceeding in this manner, in a very short time the student is so familiar with the physiognomy of the various characters, that the instant a sound strikes his ear drum the corresponding character flows off his pen automatically. Thus, speed comes unperceived. However, in the latter stages of the course a limited amount of dictation is permissible; not, however, as an aid to speed, but rather to overcome innate shyness or nervousness on the part of the student.

We request that all teachers of our system consider abstinence from personal modification in the light of a moral obligation. Our course is the product of long years of experience and we feel that any deviation from the beaten track would defeat its object.

For the teacher who corrects his pupils' exercises at home, we have created a CODE which will save considerable time and labor. From the very first lesson he will draw his pupils' attention to the following :—

CODE

- 1.—A number under a stenogram in a corrected exercise indicates the rule which the defective sign has broken;
- 2.—A line under a stenogram signifies that it should have been written on the line and not under it.
- 3.—A line above a stenogram signifies that it should have been written on the line and not above it.
- 4.—An arrow  indicates the direction in which the pen should go when writing the sign;
- 5.— ‡ means : write your signs correctly;
- 6.— ¶ means : write smaller;
- 7.— † means : write preferably thus...;

- 8.— [means : compare your stenograms with mine;
- 9.—] means : study the rules closely;
- 10.— + means : write with application; not with speed;
- 11.— \$ means : don't use abbreviation yet;
- 12.— § means : don't write so heavily;
- 13.— % means : write the stenograms closer together;
- 14.— A means : see the Alphabet;
- 15.— ÷ means : see the Combined Consonants;
- 16.— — means : underline proper nouns, technical words, etc.;
- 17.— ? means : what word is it ? — undecipherable.
- 18.— / means : don't incline too much F V, K G, L R.

ADVICE TO STUDENTS

Endeavor to write the stenograms correctly; form all the signs well before attempting speed.

A good Stenographer writes clearly

Write as small as possible without going to extremes. Do not write larger than the signs in this book. Remember that in fast writing one has a tendency to write large, hence the importance of acquiring the habit of writing small.

Divide your paper in columns $2\frac{1}{2}$ inches wide, and in that space write at least eighteen stenograms.

Carefully observe the rules laid down in this book. The dots and accents should be abandoned as soon as you know them well. Your writing will always be legible if you adhere to the rules regarding the direction of vowels which is the basis of our "Superior Course" and of the Fifteen Hundred Abbreviations".

All useless angles should be mercilessly banished from stenography. Besides hindering speedy writing, they render the reading of notes very difficult.

Write smoothly, without jerks. The movement must be easy, regular and continuous. The PEN should run on the paper as evenly and as freely as though it were impelled by clockwork. Hold the PEN slightly between the fingers, and merely graze the paper. Heavy writing retards speed. — "Glide mortals don't bear." (Dante). — The closer this rule is adhered to, the less one will need to hurry in the reproduction of speech.

We are often asked : "Which is the more convenient, the pen or the pencil ?" To the beginner, we invariably recommend the use of the PEN. It makes more uniform stenograms, and the writing, being darker, is more distinct and, consequently, less straining to the eyes when transcribing by artificial light. We recommend Joseph Gillott's steel pen, No. 292. If a fountain pen is used, secure one of equal fineness. Once used to the pen you can handle the pencil with equal ease. All the authors are unanimous on this point.

Write the stenograms close to one another. The faster shorthand is written, the wider the spaces between outlines are likely to become. **GUARD AGAINST THIS.**

Throughout the entire course, practice each and every day. Do not pass on to the next lesson until you have completely mastered the preceeding one.

In order to realize these conditions, we must begin by writing as slowly as possible and must learn to move the fingers and wrist without moving the elbow.

If you learn with the aid of a teacher, carefully copy his corrections. If you study alone, transcribe the examples that are contained in this course and compare your exercises with the stenograms contained in the "Reading Exercises". and correct the mistakes you have made.

The teacher, as well as the pupil, will find our "Dictation Exercises" a very valuable aid. It contains a large number of exercises carefully graded. (See page IX for method to be followed in using these exercises).

The real Stenographer writes slowly

When the pupil has thoroughly mastered integral stenography he can take up the Superior Course. Here the abbreviated, commercial or official stenography, is presented. Abbreviations enable the stenographer to attain greater speed and to write verbatim the words of any speaker, no matter how quickly he may utter them. A stenographer who writes 150 words a minute without abbreviations, should write 250 words a minute with them. This speed is attained by reducing the stenograms of long words by shorter and more simple ones. Many expressions that are commonly used are reduced in the abbreviated style, to one or two strokes of the pen. In order to prevent difficulties in reading, resulting from illogical abbreviations, there are special rules that give to these abbreviated stenograms, a particular physiognomy that makes them instantly recognizable.

In our "Superior Course", the pupil will find all that he requires to enable him to become a professional or official stenographer.

A stenographer should be able to read his notes without hesitation or error, either immediately or months later. We cannot urge too strongly the necessity of practice, not only in writing but, ABOVE ALL, in the reading of your notes. Read everything you write in shorthand. If the fingers need training in order to acquire speed, remember that the eye should also be trained to take in at a glance several words or even a line of writing. RELY ON YOUR NOTES AND NOT ON YOUR MEMORY.

Be determined from this moment to become an expert stenographer and back this determination with actual work in the shape of practice and, what is even more important, follow closely the instructions given. If you do this, the hoped for result will be obtained: you will become an exponent of what has been appropriately called, the Winged Art. The student should, therefore, rigorously observe this rule: Always read your exercises as often as is necessary to free yourself from all hesitation.

As a last word of caution, remember that VERBAL DICTATION is the enemy of successful stenography. It tends to develop careless and illegible writing.

Set to work, dear reader; that you may attain success, is our sincere wish in presenting to you this work.

DENIS R. PERRAULT,
Ex-Prof, of French and English Stenography
at the Monument National and at several
other institutions

PERRAULT-DUPLOYAN

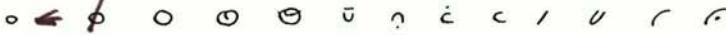

Complete Elementary Course
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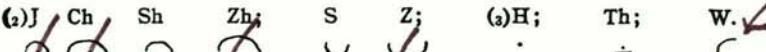
BY
DENIS R. PERRAULT

FIRST LESSON

1.—Perrault-Duployan Stenography has twenty-one vowels:

ăh, (1)ay, ō, ow, oi, ā, ě, ē, i, ī, ū, ōo, ūh,

 an, en, in, un, am, em, im, um,


And twenty-two consonants:

P B; T D; F V; K Gue; L R; M N; Gn-ing-ning;


The consonants are always written from top to bottom and left to right

L and R only are written upward

- (1) In practice, A and Aw, are both represented by the small circle: o
- (2) In practice, the ordinary sign of Sh, can be advantageously used for J, Ch., Zh.
- (3) In practice, the dots are omitted.

Letters	Signs and Word Signs	COMBINED CONSONANTS					
Ds(*) Ts	days does this	oats,	lads,	suds,	doubts,	dismal,	trots;
Drs Trs	dress tears	odors,	ladders,	daughters,	charters,		trotters;
Sd St	said side	coast,	stop,	mast,	last,	crossed,	soused;
Str	sight star-e steer stir store	caster,	strap,	master,	astral,	boaster,	struggle;
Sp		spoke,	spot,	rasp,	gasp,	spawn,	spouse;
Spr	spar-e spear spoor spur	sprag,	sprout,	spring,	sprat,		sparrow;
Wr	war-e were where wore	power,	coward,	shower,	beware,	award,	swear;
Sk		ask,	mask,	Alaska,	scold,	scot,	scab;
Skr	scar scare score skirr	scrap,	lasker,	Oscar,	scroll,	scratch,	scrag;
Sn	sane seen soon	snow,	snore,	snout,	snack,	snug,	snap;
Sm	same seem some sum	sinear,	small,	smote,	smoke,	chasm,	balsam;
¹ Kw		quote,	quash,	quack,	aqua,	qualm,	quartz,
² Gw		guano,	guaco,	anguish,	languid,		linguist

*Do not use these signs when they are preceded by lan, len, lin, lun, ran, ren, run, (5th lesson)

lands, blends, flints, blondes, grants, parents, friends, prints,

N.B.—Write the signs as indicated by the arrows.

^{1,2}—In practice however the signs Kw and Gw are replaced by K. G.—

2.—As in our latin writing, in Stenography the signs are of three dimensions: let,

The brief sounds are represented by short signs:

P T F K L M N J Sh S
| - \ / / () 0 0 0

and the long signs represent long sounds:

B D V Gue R Gn Ch Zh Z
| - \ / / () 0 0 0

3.—Isolated and final the consonants are always supposed to be followed by the silent E.

Pea | Bee | Tea — Fee \
Pope p Bode l Farce y Cove x

4.—Stenography being the photography of speech absolutely disregards orthography.

In the following examples we have used Webster's Guide to pronunciation.

The student will write them strictly as they are given in the phonetic column.

air, ere, e'er, hair, hare...âr
aisle.....ile
ate, eight, hate.....âte
aye, heigh, hie, high.....î
bow (to).....bow
bow (a).....bô
although.....althô
borough.....borô
cough.....kâf
hiccough.....hî -kûp
enough.....ênûf
hough.....hôk
plough.....plow
sough.....sûf
though.....thô
thought.....that
throe-throw.....thrô
through, threw.....thro
bomb.....bôm
comb.....côm
dumb.....dûm
numb.....nûm
plumber.....plûmer
thumb.....thûm
bull.....bûl
full.....fûl
gull.....gûl
hull.....hûl

fierce.....fêrce
pierce.....pêrce
tier, tear.....têr
ewe, hue, Hugh, \
whew, yew, you } û
expugn.....expûn
gnu, knew, new.....nû
guard as in regard....
height.....îte
sleight.....slîte
chalice.....tchalfce
chasm.....kâsm
chandelier.....shândeeler
chyle.....kîle
phlegm.....flēm
physic.....fizîk
phthisic.....tisîk
psychic.....sikîk
shield.....shêld
wield.....wêld
yield.....yêld
sew, so (to) sow.....sô
sow.....sow
sugar.....shoôgar
subtle.....sûtî
right, rite, wright, write, rite
road, rode, rowed.....rôde
throne, thrown.....thrôn

X, when long, is represented by the two long consonants gz; when short by the two short signs ks:

Exist—egzist: exhibit—egzibit; excite—eksite; extra—ekstra

h

h

h

h

5.—USUAL WORDS THAT MAY BE USED FROM THE START.

a, as, has, have	o	me, much, more, month	c	this, days does	u)
all, awl, hall	o	no, not, know)	to, too	p
am	c	now	o	us, we	/
an, and, hand	/	of, off, said cite, sight, site	u	very	\
any-more, anywhere	ε ε	on, one	/	was, what	6
are	/	our-s, hour-s	o	well, will, while	/
dead, deed, did, died	—	same, seem, some, sum	u	went	2
do	o	sane, seen, sign, soon	u	were, where, war-e, wore	u
ever, every	u	scar-e, score, secure	u	when	u
for, from	✓	spar-e, spear spire, spore	u	which, wish	u
good, goods	/	star-e, steer, stir, store	u	who, whom, whose	u
he, him	u	such	c	with	—
her, she	u	that	p	would, wood	—
his, is-it	o 2	the	l	yes . or	u
I, eye, high	/	there's, theirs there is	u	yet	2
in, end	u			you, your-s	u
it, it-is	u 9				
its	u				
just	u				

(1) Ä or Ä; A or Aw; Ö or Ö; Ow or Ou(2); Oy or Oi

6.—FINAL the vowels *A* and *O* are written to the left and *Ow* and *Oi* to the right of *P, B, F, V, K, Gue*. Preceded by *L* and *R* the vowels *A, O, Ow*, and *Oi* are written to the left. Preceded by *D* or *T* or between *DD, TT, DT, TD*, the vowels *A, Ow* and *Oi* are written upward and *O* downward. *A O Ow* and *Oi* are always written inside the curved consonant.

Beau	Boy	Go	Cow
Row	Glow	Bough	Vow
Throw	Troy	Deploy	Plow
Low	Brow	Crow	Flow
Toy	That	Doubt	Dote
Though	Toyed	Toad	Dough
Show	Joy	Now	Sow

7.—INITIAL *A, O, Ow*, are written to the right of *P, B, L, R, K, Gue*, to the left of *F, V*, under *D, T*, and inside the curved consonants.

Aglow	Although	Hope	Or
Hard	Hold	Apple	After
Over	Anna	Hatch	Home
House	Had	Out	Ode

8.—Between two curved consonants forming no angle, *A, O*, and *Ow* are always written inside of the first sign:

Moan	Nome	Sash	Chouse
------	------	------	--------


8a.—The vowels *A, O* and *Ow* are always written inside of the curved consonant, when the latter does not make an angle with the preceding or following straight consonant:





















Mode	Done	Job	Sort
Sour	Rash	Gas	Joke
Bass	Brooch	Vast	Jove

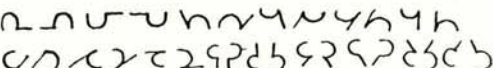
(1) Beginners should first consult a pronouncing dictionary in order to learn the relative value of the vowels.





















(2) In the middle of a word *Ow* or *Ou* is represented by: ○

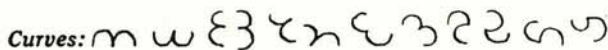
9.—Between two consonants forming an angle the vowels A, O, Ow are always written outside the angle.









Straights: 

Bad 	Dobe 	Rat 	Goat 
Dog 	Vote 	Far 	Rove 
Lock 	Gore 	Bar 	Rap 
Cough 	Fact 	Cap 	Crowd 
Loud 	Raft 	Bag 	Rode 









Straights and curves: 

Shot 	Attach 	Sod 	Vouch 
Soft 	Brass 	Soak 	Pouch 
Mold 	Alone 	Rome 	Tom 
Mop 	Pomade 	Cone 	Foam 
Knock 	Brown 	Mole 	Nor 









Curves: 

Judge 	Souse 	Notch 	Mouse 
John 	Nose 	Match 	Sown 

10.—Between two straight consonants or between a straight and a curved consonant, the diphthong *Oi* is written in the direction of the following sign.

Boil 	Coil 	Foil 	Toil 
Toys 	Boyne 	Loin 	Coin 

10a.—Preceded by a curved consonant *Oi* should be written inside the curve.

Join 	Joys 	Noise 	Soil 
Spoil 	Moist 	Rejoice 	Moil 

11.—Always join the preposition *To*, the adverbs *So* and *Too*, and the article *That* to the following word when convenient:

To go *J* To sow *e* To know *o* To whom *r*
 So bad *L* So good *Y* So tall *o* So small *l*
 That store *r* That task *e* Do not *o* To go to the *Lp*

12.—Between PP, BB, PB, BP, FF, VV, FV, VF, Kegue, Guegue, Gueke, Keke, the vowels *A, O, Ou, Oi*, are always written to the right and to the left of RR, LL, RL, LR.

Pope *p* Favor *V* Calk *p* Lord *r*

13.—It is most important to keep the proportions: small signs should not be made too large nor the large ones too small.

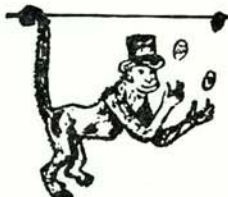
Bode *L* Pat *J* Pad *L* Bat *L*
 Fat *L* Vat *L* Cat *L* Cad *L*
 Log *r* Lock *r* Road *r* Rat *r*
 Door *L* Tower *L* Drove *L* Draft *L*

How do we write: oil, oyster, hoist.

o *e* *e*

Notice:—*S* of the third singular person of the present tense should always be omitted.

Always write on the line; stenograms should not have the appearance of a monkey hanging by the tail.



SECOND LESSON

A	E	E	I
o n c	v n c	o n c	o n c

14.—The vowels A, E, E, I are represented by a small half circle, written in any direction whatever, thus enabling us to *Avoid Angles* which are detrimental to speed.

The vowels are distinguished, one from another, by the dash and the dot.

(¹) A dash above the sign o n c gives the sound A as in pay J

A dot below the sign v n c gives the sound E as in let R

A dot above the sign o n c gives the sound E as in Leet R

The sign o n c without dot or dash gives the sound I as in lit R

Each word, in stenography, must first be written in full without lifting the pen; the dots and dashes are added when the stenogram is completed.

15.—INITIAL and FINAL, A, E, are written downward or backward when practicable; E, I, are written upward or forward when practicable.

Obey J	Fay v	Stay c	Day —
Hobby J	Happy l	Hasty c	Body J
Pay J	Fee v	Gay J	Lay J
Holy c	Tree J	Say c	Nay J
See J	Knee c	Help A	Hill c

In order to apply correctly this very important rule, the French student would do well to consult Webster's pronouncing dictionary, as he generally pronounces Y as é instead of the short French I:

happy,	hobby,	hasty,	body.
pronounce: api	obbi	ésti	bodi

Ey is sometimes pronounced as é and sometimes as i: money = moni, key = ki, survey = survé. (Pronounce "quay" ki.)

(¹) The sign o (A) can be advantageously used instead of the half circle at the beginning and in the middle of a word, when in so doing the sense is not altered.













EXAMPLES:

A ZOUAVE bugle's silver tone
Rings through the place de Rivoli,
Where, carved in immemorial stone,
Jeanne d'Arc rides on to victory.....





















She was a doctor's child, and *he*
Embraced the opportunity
From all disease to make her free
With absolute immunity.....

The night was dark when suddenly
A voice came ringing from afar,
Singing La belle dame sans merci
To the faint thrum of the guitar

16.—INITIAL and FINAL the vowels \bar{A} , \bar{E} , \bar{I} , are always joined without angle to the following or preceding sign.

Lee 	Each 	Poppy 	Effort 
Epoch 	May 	Haughty 	Heavy 
Baby 	Pray 	Key 	Folly 

















17.—Between two signs, \bar{E} , \bar{I} , must never make two angles. They must not make an angle with the preceding sign but with the following one, when the angle cannot be avoided.

Meet 	Met 	Bit 	Read 
Steel 	Mess 	Fit 	Reel 
Tell 	Pick 	Keg 	Check 
Sit 	Sell 	Sill 	Beef 
Wretch 	Rich 	Mean 	Emetic 













17a.—But we must write the following words (contrary to rule 15).

Speed 	Rest 	Miss 	Niece 
---	--	--	---

18.—Avoid angles whenever possible as they are detrimental to speed.

Peach		Dig		Kill		Leap	
Reek		Veal		Peel		Sieve	
Signal		Felicity		Meagre		Necessity	
Alice		Victor		Sister		Figs	

19.—The diphthongs *Ea, Eo, Ia, Io*, are written downward and in the direction of the following consonant.

Olio		Sierra		Yesterday		Immediate	
Yes		Yet		Idiot		Creole	
Period		Idiom		Geograph		Creosote	



24.—INITIAL and FINAL "U" should always be joined with an angle with the preceding or following sign, just the opposite to rule 16.

Ubiquity	Ukase	Use	Eureka
Uniform	Humor	Few	Due
Cue	New	Mew	Chew

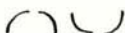
25.—Between two consonants the sign "U" can be generally and very advantageously substituted by the sign O. In doing so one or two angles are omitted, and speed is increased without prejudice to legibility. (Rule 23).

Beauty	Duty	Feud	Cute
Duke	Mule	Music	Suit
June	Lucid	News	Duplicate
Fuse	Repudiate	Produce	Funeral




FOURTH LESSON

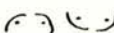
Oo



W




Uh



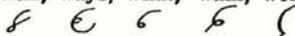
26.—The vowels *Oo* and *Uh* or *Ü* or *Û*, are represented by a quarter large circle written in any direction whatever, thus enabling us to *Avoid Angles*. (Rules 14, 20).

These vowels are distinguished one from another, by a dot placed within the curve in *Uh*.


Each word in stenography must first be written in full without lifting the pen; the dot is added only when the stenogram is completed. (Rule 14).





















27.—*Oo*, used abstractedly gives us the pronoun "who" and the exclamation "ugh" which should always be written thus: 

The sound *Oo* as in wall, ways, what, walk, work, is invariably written thus:



28.—The sign *O* can be generally and very advantageously used instead of the signs *Oo* and *Uh* when in so doing the sense of the word is not altered.

The sign  can be used when the sound *Uh* is long and followed by *R*. (Rules 23-25).

Took 	Dog 	Fool 	Vulgar 
Cook 	Fog 	Cool 	Cup 
Poor 	Mud 	Pearl 	Bird 
Stool 	Mood 	Purse 	Furl 
Moon 	Virtue 	Curve 	Churn 



FIFTH LESSON

An



En



In



On



29.—An, En, In, On, are represented by a small quarter circle written in any direction whatever, which enables us to *Avoid Angles*. (Rules 14, 20, 26).

They are distinguished one from another by their respective accent.

The acute accent placed above the sign gives the sound An:

The acute accent placed below the sign gives the sound On:

The grave accent placed above the sign gives the sound In:

The horizontal dash placed above the sign gives the sound En:

30.—An, used abstractedly gives us the article an, which we will invariably write:

In and En, used abstractedly give us the preposition "in" and the nouns "inn" and "hen" which we will invariably write:

On, used abstractedly gives us the preposition "on" which we will invariably write: (Rules 20, 27).

Ex: In an instant he was on the table.



Each word is written in full without lifting the pen; the accents are added only when the stenogram has been completed. (Rules 14, 26).

31.—INITIAL and FINAL An, En, In, On, are always joined without angle to the preceding or following sign. Initial and preceding a vertical or an oblique sign they must always be written to the left and final to the right thus the pen is thrown in the direction of the following sign.

Enclose Hinder Span Ten

















Unbolt Unpack Van Pan

Enforce Anvil Can Ban









Angle Invent Fan Run

Unrest Anger Unread Gun













32.—*An, En, In*, followed or preceded by *D* or *T* or between *DD, DT, TT, TD*, are written upward, and *On* and *Un* downward.

Than 	Then 	Tin 	Ton 
Hunt 	Ant 	Hint 	Undo 
Dent 	Dint 	Don 	Tent 
Pardon 	Thunder 	Tender 	Don't 













33.—*An, En, In, On*, are always written outside of the curved consonants.

Men 	Nun 	Unjust 	Insert 
Mormon 	Woman 	Son 	Chin 









34.—*An, En, In, On*, between two signs are generally written in the direction of the one following.

Bond 	Dunce 	Think 	Vent 
Fence 	Ranch 	Mint 	Stand 
Blunt 	Bench 	Essence 	Fringe 

35.—*An, En, In, On*, between two signs must not make an angle with the preceding one but with the one following when the angle cannot be avoided. (Rule 17).

Mend 	Kink 	Lance 	Spend 
Sank 	Singe 	Pink 	Monday 
Junk 	Accident 	Revenge 	Mandarin 

36.—Avoid angles as much as possible as they are detrimental to speed. (Rule 18).

Band 	Land 	Fond 	Dense 
Send 	Monster 	Plant 	Silent 

37.—When *An, En, In, On*, are long or when immediately followed by a vowel they should be represented by the respective letters A-n, E-n, I-n, O-n.

Pain	h	Mane	h	Sane	h	Lane	h
Fain	h	Finish	h	Funnel	h	Panel	h

The following words might be excepted from the preceding rule.

Enable	h	Unable	h	Enact	h	Unattract	h
Inaptly	h	Inactive	h	Unavoid	h	Unapplied	h

38.—The diphthongs *Een, Ian, Iin, Ion, Iun*, etc. are never written upward.

Indian	h	Radiant	h	Onion	h	Obedience	h
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39.—When the intermediate *I* is followed by a nasal it can be very advantageously substituted by *I*: thus one or two angles are avoided.

Defiant	h	Alliance	h	Lion	h	Pliant	h
Science	h	Giant	h	Zion	h	Antlion	h

40.—*Ine* and *Oin* when followed by *D* or *T* can be advantageously represented by the nasal *In*.

Oun and *Own* are represented by the nasal *On-Un*.

Bind	h	Pint	h	Account	h	Found	h
Find	h	Blind	h	Ground	h	Kind	h
Wound	h	Mind	h	Down	h	Mound	h



SIXTH LESSON

Am	Em	Im	Om-Um

41.—Like An, En, In, On, these nasals are represented by a small quarter circle written in any direction whatever, thus enabling us to *Avoid* too numerous *Angles*. (Rules 14, 20, 26, 29).

They are distinguished one from another, by accents or dashes. (Rules 14, 26, 29).

The acute accent placed above the sign gives the sound Am:

The acute accent placed below the sign gives the sound Om:

The grave accent placed above the sign gives the sound Im:

The horizontal dash placed above the sign gives the sound Em:

Each word is written in full without lifting the pen; the accents are added only when the stenogram has been completed. (Rules 14, 26, 30).

42.—FINAL and preceded by an oblique or a vertical Am, Em, Im, Om, are always written to the right and make an angle with the preceding sign.

Sam	Vim	Cam	Sham
Them	Problem	Stem	Paladium
Grim	Clam	Rum	Harem

43.—Am, Em, Im, should be written upward, and Um, downward.

Seraphim	Limb	Jam	Scum
Mam	Dam	Bomb	Dumb
Rim	Skim	Chum	Mum
Thumb	Gum	Plum	Autumn

44.—INITIAL *Am, Em, Im, Om*, should never make an angle with the following sign when followed by *B, P, Ph=f*. Followed by another consonant they are governed by rules 42, 43.

Ambush		Umpire		Imbue		Emphatic	
Ampute		Empire		Amble		Emphasis	
Hamlet		Empty		Omelet		Embark	

45.—Between two signs and followed by *B, P, Ph=f, Am, Em, Im, Om*, are governed by rules 35, 36. Followed by another consonant they should make an angle with the preceding sign. (Contrary to rules 17, 35).

Gamble		Member		Complete		Tempest	
Damp		Pamphlet		Temple		Camp	
Limp		Simple		Bump		Fumble	
Tramp		Comfort		Mumps		Thimble	
Chums		Crumbs		Thumbs		Clumsy	

46.—When *Am, Em, Im, Om*, are long or when immediately followed by another vowel, they should be represented by the respective letters *A-m, E-m, I-m, U-m*. (Rule 38).

Commerce		Famish		Timid		Camel	
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NOTE

As soon as the pupil can write fifty words a minute in unabbreviated Stenography, he may begin the study of the Superior Course and henceforth, he will be supposed to use dots and accents only to represent prefixes or suffixes.

Proper names, technical and scientific words, etc., should always be underlined.

If Music, Grammar, History and Mathematics cannot be taught to pupils without putting the text-books into their hands, how can they learn Stenography without a Manual? It is a serious mistake to deprive them of our Shorthand Methods.

DICTATION EXERCICES

ELEMENTARY COURSE

Training Exercise with the Combined Consonants and the "Usual Words": 5

This EXERCISE is a VERY APPROPRIATE ONE for TYPEWRITING

(The hyphenated words should be joined in stenography.)

We are two-to-two. We are two-to-two-too. I have as large a store as him. I am as well as you. She is as small as him. We have as much as you. He will go as soon as us. All the folks are in the hall. Do not scare that boy. You have a scar on the nose. They will score the last one. They shout too loud. It is he who shouts so loud. I lost four hours on that boat. We will soon be back. Cast the rope. Roast those oats for us. He bought an awl. There's a cat in the hall. Whose coats are they? They are theirs. Laura is in the park, walking in the grass. She will be on the tower in an hour. The card passed from hand to hand. Has he any of those cards? I doubt it very much. Are they going in the car? No, not now. Did you lock the deed of the doctor in the drawer? Do you go to the store, too? Yes, I am going alone. Is it as small as that? Our pastor spoke two hours to our folks. Whose hats are those? They are ours. Whom are they talking to? Whose boy is he? He is your brother's. He said that you would show him that black ball. The boat is out of sight. The houses are on a high site. She is going out with her dog. We are going out at four o'clock. This is not its wrapper. Are you coming out with us all? Is that watch yours? No, not that one. Wrap your coat, it is now sewed. Heigh, you, go over to that high house. He told us that he had not much stock in his store just now. What month is this? It is the month of March. They will remove in the month of October. Have you much of that cloth on hand? No, there is not much, now. His sight is so bad that he cannot walk on this side of the road in the dark. The hen is dead. Walk to the end of the wharf, and I will go to the warehouse. The deed is in one of the drawers. Stir the broth. Steer the boat. Do not stare so at us. There is (there's) the morning star. The store is now closed. They seem to be so glad. They seam the coats. You should sew the cloth. Such is not the fact. This block is too narrow. We will go in two hours from now. Does she (do she) go with you to-morrow? Where are they going with the horse? That was what was told us. They are off in the carts. She is not at all well just now. Which one do you wish for the small boy? He is with us all. Would you go in the hall with the boy? With what horse are you going to the warehouse? They snore so loud. I cannot add that sum. Have you some apples for me? Have you seen their spear? Spare this cloth. I broke the spur. Show me that sprout. Your master will soon come, now. It's too far. This is not the same draft. We have lots of toys. I have very much of this brass. She is very well. We will not have such large hats. Your hand is sore, is it not? Have they not gone, yet? No, they are not going just now. How far is it from the Court House? When are you starting for the South?

Where-were-they coming from? They gasp. Show me the chasm. Do-not scratch that-scab. I-do-not grasp your rope. I-brought-you that-mask. They swore that-it-was-not so. I-wore that-dress. The war is-not over, yet. Your sister was-seized with spasms of grief. Those boats are too-slow, go in-the motor boat, it goes very-much faster. I-do-not wish-you to-do that-work. I-resolved to-do-that-work before dawn. The school boys are going down the road. Forward that-lot of-cloth this month. Go and show that-brown overcoat to-your master. We-shall sing at-high mass, to-morrow. It-is-too-warm just now, we-should go out for-an hour or-so. Is-your eye very sore, now? How could-you walk on-that-high wall? You-broke that-string, did-you-not? Bring me some water from-the spring. Thomas did-not go-to-the show with his brothers. Jack will-not call on-you to-morrow morning. Do-not go so-soon, it-is-not far. The boat was-not lost as-it-was thought. The hatters (a-trs) sold all their stock. They-thought that-brass was very scarce. We-will not close the store. He-spoke too-loud and too-slow in-the hall down stairs. I-am going to Alaska, and from-there to Moskow. I-bought a-large roaster for Augusta. I-do-not grasp the end of the spring. The storm is raging. Have-you-sold the four loads of straw? We-were struck with a-stone. We-will now starch the clothes. The tow-boat crushed the scow. I-sold your roadster to Master Tasker. Paula and Rhoda went-to Saratoga Springs last month. We-should-have started over an hour ago. Do-you swear that-he-was there when the horse was shot? I-told-you before that-he-was not on-the spot. Was-she very-much scorched? Yes, very-much, when I-saw her. Were-they shouting loud? No, not-very loud. It-is-the same thing. I-said that-it-was about the same. They-seemed to-be annoyed with all-that noise. The seam of-your-dress (drs) is coarse. Will-you-add that-sum? He-has some more of-that soap. The two doctors will-not come this month. We-have-not seen your daughters. On-a post was a-very large poster. He-went-up to-the top-of-the ladders. I-caught an asp in-the woods. I-brought-you some asper boards. A-swarm of sparrows are to-be seen in-the park. They-seem so-glad that-he-closed his store. He-will spare no one. I-wish you-would do-th's. She said that-the cow is-dead. The farmer is sowing his oats. I-lost-your watch in-the woods. She-went-out this morning for a walk. Do-not smoke that-bad tobacco. Allow me to-go-to Oporto some-time this month, after that I-will-go-to Glasgow. The rats knawed the mouldings. We closed the two outer doors (drs). We-will start (str-t) in two days, and we-will come back in two months. They sprawl on-the grass. They rowed across the loch. Is-she Scotch? No, she-is-an Arab. Do-not walk on-the lawn. Cast the rope over the scow. Do, have some-of-this broth. I-thought-that-you-would walk over to-the park with-your mother. There-is (there's=trs) a-very large star. Do-not stare at-me, you. The bosom of-your coat is soiled. I-have a-large lot of-this lustrous cloth. The boats are in port, moored at the south warf. They-are-not going yet. Is-it-not-too-broad? They-are walking with Rose Ross. A-score of boys go-to-that-school. She-has a-scar on-her nose. Did-he-know that-the deed was drafted before he-died? No, he-did-not-know. Was-it in-the drawer (dra'r), and was-the drawer locked? Yes, it-was. Are-you going to-the power (pow'r) house? Were-you on-the tower (tow'r) at two o'clock? No, but I-was-there at four. Could-you bring me the watch that-is on-the sofa in-the store? Pass the glasses around.

Note.—PROPER NOUNS, TECHNICAL AND UNFAMILIAR WORDS SHOULD ALWAYS BE UNDERLINED.

Dictation Exercises

Elementary Course

First Lesson

Stenographic Exercises on the Vowels

Ah Aw Ö Ow Oi

I

The boy comes home. Joe, ask papa to go to the show. Call to-morrow morning for the black coats. Rollo calls Norah to the house. Hannah goes to the store. How cold that bar is. The toys are all sold. Boil the lobster. The boys are gone to the class. More holes are bored. The proper board is sawed. Load the flat black boat. The cat caught a large fat rat, also a mouse. The black horse trots fast. / The blast goes off now. Go to the doctor for Arnold. He snores loud. Call the dogs home. The cows are now coming home. Hold the fort. I shot the crow. The dogs bark at all hours. Pass over that broad oak board. I lost the black ball. Cross the road. / Go across the park. Mark those cards for Paul. Our lot is sold to Rose Clark. The boy plows. I rode the brown horse to the boat. I brought you four large apples. We are not going over the road now. I know him. How do you call him? Bring our short oars. She does not sing now. Is that ring gold? No, it is a brass ring. The grass grows fast. Show me that large marble clock. They are throwing stones. Hold the horse. I saw the king. What are those boys doing? Come down town for to-morrow. Sew that coat for Charles.

II

Do not throw stones. The bar broke. I shot the spar. row. Load the barrow. Go to the store for a large rope. I brought a warm cloak. Ralph rowed the large, broad, flat boat across the cove of Cork. The old black cat caught a mouse. George broke the oar of Jack's boat. The four horses go to the raft. A lode of gold. A load of brass. Draw a barrel of oil. / Go to the hall at four o'clock. A lad rode a fast horse to the fort. Load the coal cart. The daughter of the orator wrote a note for Laura. The spout is flowing over. Paul taught the parrot to talk. The farm of Saul. You broke the tow-rope. / Carl brought a

black coat for John. I caught a carp, Joe caught four. Pour oil over the sore. I bought a dog cart for Martha. Ask the carter to come over. Papa goes to Bordeaux, also to Rome. You smoke bad tobacco. Go to the park across the road. We are laughing loud. Throw the rope over the barge. Carve that stone. I have the mould. Rap at the hall. Talk louder. You ought to go over to Clara. Ask Dora to go to the hat store for Aurora. Anna knows how to sew. You know our mother. You rode a bad horse. I start now. That dog is barking. Thomas shall row tomorrow. I go to mass. Do not laugh so loud. Call the boys. The crowd is shouting. The dogs howl. I wrote that short note for Flora. The boiler has a large hole.

III

Pass the large glass. Are you choking? You are moaning. I have a bad cold. Go for more stone blocks. Go back to the glass house. The brown dog caught a fat rat. Row the boat fast across. / You snore loud. A small bad black horse. The apple bag. I bored two small holes. The snow is falling fast. A flock of ducks. A bad joke. I am sowing the corn. You saw the sow, the cow, the hog. A black bow. Bow to the Lord. Are you sewing the black coat? You sold the cow. I caught the toad. / The boy is laughing now. I sold the old brown horse. / A drove of cattle. The "March of the Marsh". The coil cracks. Do not spoil that box, nor soil the gloves. The boils are sore. Avoid bad boys. Rejoice at our joy. I broke the door. The boards of the floor are narrow. Draw the ladder. I saw the Pope. The lather is all over the cloth. I saw the latter. You shot the black crow. Do not cross the park, now. You should follow the crowd. Pass the bowl of broth to Sarah. Cast the rope over the boat. The sow was sold to the Lord's boy. The boy toils hard. Row across the canal. Catch that black fat cat. Draw the rope taut. Mark those glasses. The doctor goes north. The fourth house to the south.

IV

The mast falls down. Do not blow out the gas. I have no watch. You broke four spokes of his cart. He is not so smart after all. He spoke for two hours. The crowds shout. Walk slow, the board is so narrow. You ought to talk louder. Throw those stones across the road. This is what was told him. That is what I sold you. When was that house bought? Rose is in a row-boat. The paddle boat is too slow. I shall go before two o'clock.

We all ought to go to the shore. The flowers grow fast in this soil. I spoke to her about this. This is a bad apple. I bought more of this stock. Do not go with that boy. Show me how to row this boat. You ought to start now for Dover. When do you go to the show? Not before to-morrow. I hope you are all able to sew. Go fast, now. Who goes to the tower? Martha is sewing her clothes. The soil is soft. This is her foible. I foiled him. The cove is moist. What is all this noise about? Her voice is sharp. The law is void. What a large tableau! I sold him the loin. Do join us. We are coiling the hall. The broth is boiling. I shall bow to her. This cow is fat. Who causes that row? It is clown. I was soaking the gown. I was frowning at him. We are going down town. I bought all his fowls for \$4. What a large crowd! Are you coming? No, not now.

SECOND LESSON

Stenographic Exercises on the Vowels

Ā Ē Ē Ī

I

The milk is not very fresh. No, it is a little sour. The deep cistern. Fill the big vessel. Scrape the plates. The large tree fell. You fail to see the chair. Stay here a little. May is sick, she has the fever. / Keep this little stick. You are late, now. You are better, now? How is Lizzie? Claude reads very fast. The baby laughed aloud. Tell Peter that he has to feed the cow. The boat veered, Harry feared. Take to the left of the road. / I have a big letter for Mabel. A pretty red leaf fell, I picked it immediately. The tree grows fast. Hattie picked a red lily. Tell the boy to come here. I met their brother last evening. Pray for me. Do not break the slate. The tailor repairs the grey vest. You make a noise here. Go down stairs for dinner. I bought three towels. Take a cold bath. Do not leap here. That bad boy killed the owl. You left at early day. Give me the key of the red hall. Get the doctor a bowl of black tea. It is folly for David to give his money. The cliff is very steep. Lave the head, it may allay the fever. Did the cape fit the little fellow?

II

The editor gives a paper daily. The readers are pleased now. Reflect before you leap. Eat more of those red grapes. Do not harm that little animal. Get his

check. I ate all the meat you gave me yesterday. The mate spoke very loudly. He is very sharp. The road is clear. The hotel on the lake shore. The heat is very great. I eat the pear. His grief is great. Did you see the deed of the dead? The committee met very late, to-day. The reel is fixed, it is now ready to receive the thread. This rail is of solid steel. Let me see that brass nail. I say that it is not safe to stay here. Do not peep so. Give me a piece of gray paper, also a little pepper. Is this street straight? It is a very straight road? The beggar is near the field. The bigger brother is now here. The chief gave me a check. Jake practices a jig. A big beak. The baker Beck baked a big cake. Do not dilapidate that house. The delegate came back. Keep that cape if it fits you. Kiss me, dear little sister. How dare you take that case? The victor is gay, also very happy. This phrase is very vague. I have a sore knee. Bessie and I saw the comet. This is not as easy as it appears. Eva speaks to Alice. Give me a big slate. I pitch a peach. The vessel leaks. I lick the honey. I love Fanny.

III

Go, see the games. The State of Maine. Her name is Elizabeth. The mare is dead. It is a miracle. Really I ought to go down stairs, now. Steer the boat to the left, now. Kick the ball over the gate. I edit a daily paper. Meet the mate at the meat market. I bought a seal cape at the Sheriff's sale. The rage of the dog. I reach the case. Amid that noise he made the medal. A bib for the baby. Do not meddle with that. The middle of the meadow. I have paid a visit to his sister. The Red Sea. Get rid of that dog. The ship lays at the quay. I said that he cannot see very far. The day is clear. The mate met the little boy's sister to-day. The meat is very fresh. He cannot eat veal, give him beef. Tell me if they are going to the pic-nic to-day. I may say that you are free to do as you please. Make this little dress for our dear little daughter Lizzie. Mary is not sick. How dare you say this? A ray of hope. Pierce that piece of paper. Eat some of that meat. Pray God every day. Are you not happy, dear sister? Is the minister dead? Did he sleep? I made the desk before I met him. I beg you to give me a real amethyst. It is a rare stone. Set the sparrow free. A grave affray.

IV

A bad affair. I bid eight dollars for that bed. They are not displeased that Maurice is gone; he broke the plates, the chairs and the mirror. Let me dig here. Read this letter to sick mother. The baby is deaf. Dave is sick to-day. Make haste or else you may miss the boat, it is already very late. Show me the letter. Eat it, it is hot. No, I ate some before. Clara says that the day is clear. I hid his head. I feel bad. I fill the glass. I fail to see the object. I fell overboard. The steel rail. The reel has no hose. The rill is narrow and deep. He bets that Bates is here. Nell has to kneel to pick up the nail. Mark this page "nil". A letter was read to Nellie. I bid him to stay. Lena bade her to speak. I peel the pear. Take the pail. All is pell mell. He is ahead of him. Let me see the deed. In the middle of the street he meddled with everybody. The clay is gray. His hair is fair. The ship carries a cargo of sheep. She acted like a mænad. Will you eat these figs? Did you tell me to do that? Who said so? Nellie came to see me, yesterday. Eveline is always gay.

THIRD LESSON

Stenographic Exercises on the Vowels

I Ū

I have a very sore eye. The high tower. Heigh! there, stop! Your cold is cured. The doctor cured me of an acute headache. I might try to write to-night. I had a sty in my right eye. / I cried loud at the sight of the crime. I ride a horse. The right side of the street. They passed by. Try, you might overtake him. Recite your prayers. The mute died last night at nine o'clock; / he died of fright. A bright light. A starry night. A flight of stairs. A clear spring night. The sky is clear. Try those apple pies. My child is very shy. Do you know that youth? Use this tube. Do not smite the child.

II

Hugh is sick. The dog killed the ewe. He has a high fever. The youth is shy. See the by-law. I covered five miles. My bicycle is light. The cord is tight. / I am very tired. I shall buy the big file. Let me see that tie. Dive here, it is deep enough. Drive the spike. Your dog Fido is tired. # Tell Ida that I shall call Friday night. The dog

might bite the child. The fire is out. Verify those bills. I might derive a great benefit thereby. A very nice attire. I hide my fine knife. I admire those high trees. That tribe is dying out. I read on a sign: "I dye to live, I live to dye; the more I live, the more I dye and the more I dye the better I live." The animal writhes in agony.

III

There are a few fuses left, yet. Pay the duty on that die. That boy is mute. You are happy if you do your duty. I say, has he arrived from China? A nice new tunic. You might use this tube. Light this fuse. Your note is now due. Here is, a nice view, Julia. Take a large cue. Eat fried fish on Friday. I slide down hill. I am tying this tight. The mice are dying. He cries for nothing. I am tired of that child. I like that pie. I saw you pass by. I am apprised of that. I buy a scythe. A pretty site. I saw Miss Fredericka with you.

IV

Is the pike still alive? Go in July. No, I will leave in June. It is time to dine. Give me a piece of lime. Hear the bells chime. I visited Europe three times. That dime shines. Guide me, please. Do not chide him. The gas pipe. I play the fife. I have five pies. The cellar is humid. The unity of thoughts. The youth committed suicide. A huge mule was shipped to Cuba. The feud arose about the fuel.

FOURTH LESSON

Stenographic Exercises on the Vowels

OO ŪH

I would like very much to see you soon. Will you room here? The tub is full of water. Come up with us to the top of the hill. I pulled four roots. You thought you would go to the church. Curl your hair. Ruth was not satisfied with her bird. Remove the books. You wore a new suit. You cough too much, take this syrup. I crushed my foot. Do not shoot that poor little bird. The murderer was caught after a hot chase. That was too much for a load. Furl the blue flag. The birds flew.

II

Go with the boy to the warehouse. Please give a cup of good black tea to Ruth. Who pulls the rope? You must love God. What is that murmur I hear? I would like to turn here. Should we not work, now? Go through the house. The water comes through the hose. /Who lost this white pearl? Turn over the cover. A pool of water. This place is cool. I will be back soon. I broke the fine broom. Fill the tub with warm water. Churn the milk. Wipe my two cups. Give a few pennies to the poor girl. /I will swoon. I am rich enough if I am happy. What occurred on Saturday? The purse is full of money. The widow swooned twice. I told the truth. A skein of white wool. They pulled down the wall. The room is much too warm. The wolf was killed. What is that bird? Give us our new books.

III

I am going through the woods. I fully approve you. The crew of the warship was rescued. I bruised my right foot while stepping off the curb stone. That is the pair of boots I ruined. /Curd milk. Boys, never swear nor curse, it is vulgar. The curfew bell rang. He hurled the stone. We would like to see the upper room. /Take the tub to the top room. The weather is dull to-day. I made the journey alone. Let us go to church before we go to supper. I am going to the circus. He is not in good mood. He has no pleasure. I built a schooner. Give me a cup of coffee.

FIFTH LESSON

Stenographic Exercises on the Nasals

AN ĖN IN ŌN

Bring me a handful of sand. The land is fertile. Hand me your fancy fan. Can the man stand on that bank? I ran fast to catch the seven-eleven train. Wear your silk mantle for the reception on Monday. Can you dance with Florence? Brand my thousand oxen. /France is the land of science. The foreman has engaged twenty men. The Soudan and African wars were fearful! I want that man to go on an errand. The Mandaly thrusts the lance. Fry the gander in the pan. A band of men. /Can you play the banjo or the mandolin? The man wrote about the clan. He was carried in the van. Eat of this candy. She is a

Roman lady. Let us run fast after the caravan. I lost a good chance, last month. They always jangle. This tan is better than that. The ship sank with a thousand men. I drank your brandy. Do not banter with him. The bank cashed my note.

II

He is a pander. Let me offer you this pansy. Frances is in a trance. He holds first rank in allocution. He is a Corsican. The shanty was blown up. The Chancery Court gave the decision. Look at that span of horses. Kill that dog, he has the mange. Do you like the mantle? I can translate Sanscrit into Italian. Can you plant that orange tree? Why do you send me your pencil? The fence was repaired. Ten men can raise the tent in ten seconds. Call again, even if it is late. Why do you remain silent? The carpenter will alter the kitchen. They went over, but could not enter. I intend to mend my mantle. He intended to endorse the note for the agent. The dogs are on a false scent. They depend on men. Why not attend to your lessons? Do you read French and English? The rent was paid on the seventh instant. The land is barren.

III

Do not bend that pen. Sit on the bench at the end of the tent. What will happen when the ten men see the broken fence in the glen? Even if I have to send for the eleven men, I will attend the conference at the end of the week. How did the accident happen? Do you intend to go to Providence? That stake is very tender. He reaped a terrible vengeance! They should relent torturing him. You must not hinder him in his work. He is silent, but he is brooding revenge! What will you do then? Tinkle the bell if you can. The vindange was poor in France. France would not allow him to enslave the tribes. This will enable him to proceed. You made a dent in the tin plate. How many do you want, seven or ten? The Mandarin, was attended to. All men are even after death. Let us meet in heaven, my children. That tin contains a gallon of gin. I repair the sink in the mint. Drink some of this essence. He had an infernal machine. He walked on the brink of the chasm. Are you going to the rink? Do you like my pink dress and the fringe?

IV

The syrup is too thin. Give the urchin some lozenges. I do not like that tint for a wall. He is unfit to do this

work. Unfold the ten sheets of tin foil. Did they contribute to the fund? Place the blunt sword under the bench. The Mormon left last month for London. I am unable to lift that trunk. She is very unhappy, the poor woman! The piles were sunk in the ground. The hunters are gone. to the jungle. The ground is uneven. Do you leave Monday or Sunday? Give me the punk and the sponge. Constance won't lunch in the sun. The monkey, the donkey and the mongrel. The monster was killed by the strong man. What county do you live in? Is not the plant too long? The thunder can be heard in the distance. He has no notion of the motion of the earth. Don't start for the hunt until I am ready. What a fine bunch of pansies! Give a bun to my son. The junk was sunk by the pirates. A ton of iron was kept in bond. We are a great nation.

SIXTH LESSON

Stenographic Exercises on the Nasals

AM ĖM IM ŌM

Go and tell Sam not to sham sickness. Let us ramble around the camp. The tramp was trampled to death. Why does Samson kill the lamb? Let us see this sample. Do not tamper with those stamps. The vampire devoured the monkey. The lamp is out. /Fasten the clamp. The champion fell as he reached the camp. Let us read the pamphlet. I have ample time to make my jam. Pray, do not hamper with my work. You should not shamble like that. Will you camp at Chambly this year? / Did you read Hamlet? The doctor had to amputate the limb. They always hamper their children. She has the very legitimate ambition to become a competent stenographer. Tom ran after the ambulance. The gypsy girls play the tambourine. I leave to-night for Tampa. The river was dammed. The cellar is too damp. Did you go to Hamburg? No, I went to Colombo. Give me a gram of balsam. I visited Bombay. I am going to Belgium, then to Tambov.

II

My friend Ralsom lives in Salkum. They paid a heavy ransom. The anarchists are the skum of society. Patsum, you are sick, take some rum. Give the crumbs to the hens. What is that emblem I see? /Who did you employ to do your work? The embers are still hot. Embody that let-

ter in that word. The Roman Empire. The stem of my watch is broken. Let them go to Kemp. The ship was lost in a terrific tempest. The phlegm of that man is rare. Are you going to Embrie? No, I am leaving in November or December for Remsen. The harem was condemned. Is it as important as that? ~~/~~It is impossible to climb there. I will import gold thimbles. You have a pimple near the dimple of your right cheek. It is not as simple as it appears. Lend me your gimlet. That woman has very nimble fingers. Why do they whimper for? This water is limpid. Does your brother limp? That man is well limbed.

III

It was a slim woman he married. Trim the limbs of the trees. Clean the rim of my hat. The light is getting dim. Can you crimp this piece of lemon? That lady is tall and slim. Skim the milk thoroughly. Sam, clean the lamp. I drive the tandem. He only gave him the semblance of a chance. Fill the glass to the brim. He held on the rim of the well. The acrobat is nimble. Talk seriously to him and he will simper. He was cast in limbo. Poor child, he is an imbecile! The Emperor was received with great pomp. The bomb killed twenty bombardiers. Is he dumb? Did you hurt your thumb? What sum have you on hand? Is he a chum of theirs? Give me some gum. Let me have that nice plum. What a pretty marble column! Autumn begins in September. I bought some fine lumber. My thumb is numb. I hired a hansom. The horse has the mumps.

IV

Your man is too clumsy to plumb. What comfort have you here? You had better keep mum. Do you know the number of them? Pull out that stump. I did not tumble. Try to jump over. They grumble all the time. What company do you belong to? Comb your hair. Why do you fumble in your pocket. That man is most humble. Give me a lump of sugar. Be prompt in all you do. This man is said to be a medium. He was chosen as umpire. His speech was very umbractical. Draw some water at the pump. Calk the boat with oakum. Paladium and radium are most expensive. The doctor delivered a lecture on omentum. Laudanum is the extract of opium. Dissolve some alum. Have you added that sum? The light is dim. What did Tom do with the rum? Man is but an

atom. Try to imbue him with better sentiments. We will give you all the comfort we can. The board is rather flimsy. What is this symbol?

NOTE.—As soon as the student writes and reads stenography correctly, he should begin the study of the Superior Course.

NOTICE

Our readers who have followed our **Elementary Course**, and who have practised our system have undoubtedly attained a speed that is more than necessary for ordinary office, and even for professional, work. But, to those who desire to become either official or otherwise, highly competent stenographers, we recommend our Superior Course of Stenography which contains prefixes, suffixes, contractions, &c.

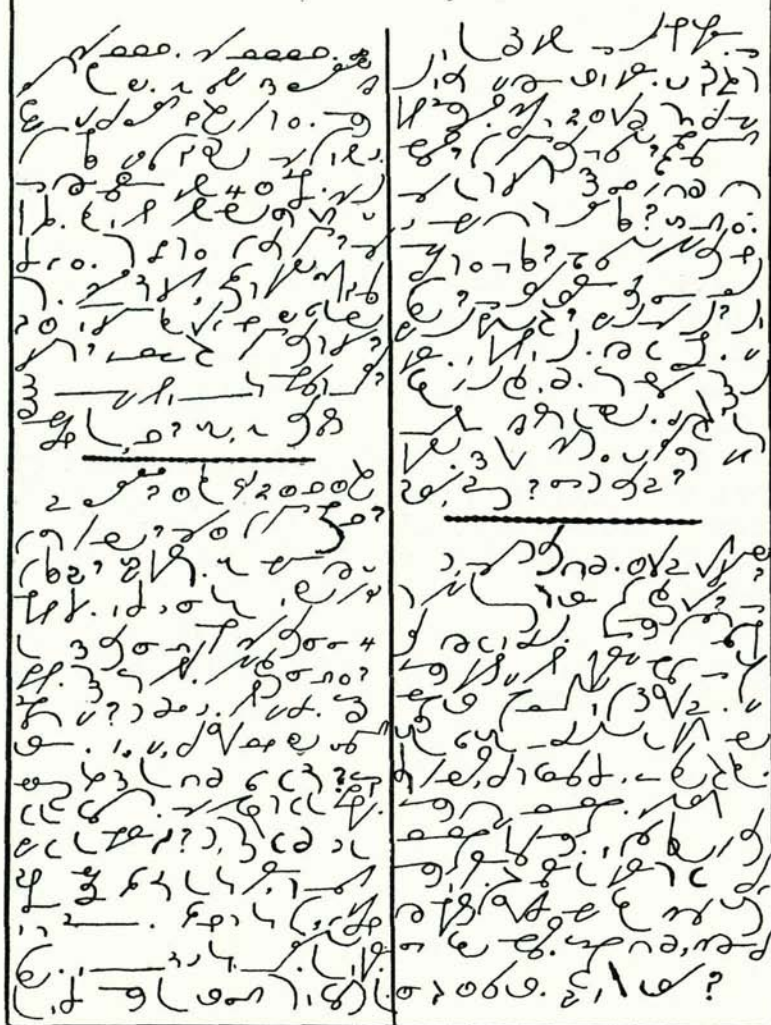
As the abbreviations are based on the **Elementary Course**, it follows that the rules are simplicity itself. Every rule is logically, scientifically and methodically construed; there is nothing arbitrary in the **Course**; no conflicting rules; all are absolute.

Teachers, students, amanuenses, official and professional stenographers, all should be in possession of the **Superior Course**.

Price: 85 cents.

ELEMENTARY COURSE

Training Exercise with the Combined Consonants and the "Usual Words" 5



ELEMENTARY COURSE

READING EXERCISES

FIRST LESSON

Stenographic Exercises on the Vowels

Ah Aw Ō Ow Oi

Handwritten stenographic exercises for the vowel 'Ah'. The text consists of several lines of shorthand symbols, including various strokes and dots, representing the sound 'Ah' in different contexts.

II

Handwritten stenographic exercises for the vowel 'Aw'. The text consists of several lines of shorthand symbols, including various strokes and dots, representing the sound 'Aw' in different contexts.

III

Handwritten stenographic exercises for the vowel 'Ō'. The text consists of several lines of shorthand symbols, including various strokes and dots, representing the sound 'Ō' in different contexts.

Handwritten stenographic exercises in a cursive script, consisting of several lines of shorthand.

IV

Handwritten stenographic exercises in a cursive script, consisting of several lines of shorthand.

SECOND LESSON

Stenographic Exercises on the Vowels

Ā Ē Ē Ī

I

Handwritten stenographic exercises in a cursive script, consisting of several lines of shorthand.

II

Handwritten stenographic exercises in a cursive script, consisting of several lines of shorthand.

Handwritten text in a cursive script, likely a continuation from the previous page, consisting of several lines of text.

III

Handwritten text in a cursive script, consisting of several lines of text.

IV

Handwritten text in a cursive script, consisting of several lines of text.

THIRD LESSON

Stenographic Exercises on the Vowels

I

U

I

Handwritten text in a cursive script, consisting of several lines of text.

II

Handwritten text in a cursive script, consisting of several lines of text.

Handwritten shorthand exercises, likely for the vowels 'oo' and 'uh', consisting of several lines of cursive symbols.

III

Handwritten shorthand exercises, likely for the vowels 'oo' and 'uh', consisting of several lines of cursive symbols.

IV

Handwritten shorthand exercises, likely for the vowels 'oo' and 'uh', consisting of several lines of cursive symbols.

FOURTH LESSON

Stenographic Exercises on the Vowels

oo

uh

I

Handwritten shorthand exercises for the vowel 'oo', consisting of several lines of cursive symbols.

II

Handwritten shorthand exercises for the vowel 'oo', consisting of several lines of cursive symbols.

III

Handwritten shorthand exercises for the vowel 'oo', consisting of several lines of cursive symbols.

Handwritten cursive script at the top of the page, likely a title or introductory text.

FIFTH LESSON

Stenographic Exercises on the Vowels

AN EN IN ON

I

Handwritten cursive script for the first exercise, labeled 'I', containing several lines of text.

II

Handwritten cursive script for the second exercise, labeled 'II', containing several lines of text.

III

Handwritten cursive script for the third exercise, labeled 'III', containing several lines of text.

IV

Handwritten cursive script for the fourth exercise, labeled 'IV', containing several lines of text.

Handwritten exercises in shorthand notation, likely representing the text of the sixth lesson.

SIXTH LESSON

Stenographic Exercises on the Nasals

ĂM ĚM ĪM ŌM

I

Handwritten exercises for the first section (I) of the lesson, featuring various shorthand symbols and combinations.

II

Handwritten exercises for the second section (II) of the lesson, continuing the shorthand practice.

III

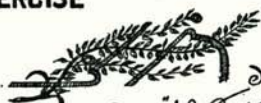
Handwritten exercises for the third section (III) of the lesson, showing more complex shorthand combinations.

IV

Handwritten exercises for the fourth section (IV) of the lesson, concluding the set of exercises.

ADVICE TO THE STUDENT

THE DOTS AND ACCENTS HAVE BEEN OMITTED IN THIS EXERCISE



Handwritten musical notation in a cursive style, consisting of multiple staves. The notation includes various notes, rests, and bar lines. Some staves are numbered: 123, 95, 105, 43, 33, 33. The notation is written in a fluid, cursive script, typical of early 20th-century musical notation.



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Superior Course of Stenography

Approved by the
COUNCIL OF PUBLIC
INSTRUCTION
1899-1940



Adopted by the
MONTREAL CATHOLIC
SCHOOL COMMISSION
1919-34-48

This course is based strictly on the principles laid down
in the Elementary Course

BY

DENIS R. PERRAULT

Prof. of Stenography 3 years at St. Mary's College. — Convent
of the Sacred Heart. — Bilingual Shorthand at the
Monument National to 850 pupils. — Bilingual Courses
given in « La Presse » to 1187 pupils, etc.

EPHEMERIDES

DENIS-ROMULUS PERRAULT

Canadian Representative of the Institut Sténographique,
Paris, (1886).—Awarded a silver medal by the Institut Sténo-
graphique Paris, (1889).—Canadian Representative of the
"Journal des Sténographes", (1890-1897).—Honorary Member of
the Alliance Sténographique Mantaïse, France, (1889).—Honorary
Member of La Ligue Sténographique du Pensionnat Couvreur,
Gondecourt, France (1890).—Honorary Member of the Club
Sténographique de la Concorde, Fribourg, Switzerland, (1890).—
Organizer of the first stenographic exhibition in Canada, presided
by His Grace Mgr. Fabre, Archbishop of Montreal, (1889).—
Awarded certificate with Honors, for stenography, by the Board
of Civil Examiners, Ottawa, (1889).—Founder, President and
Professor of the Canadian Shorthand Association, Montreal,
(1891).—Founder of the Cercle des Ecoliers Sténographes, St.
James School, Montreal, (1891).—Member of the Association of
Volapük, (1898).—Correspondent of the Bureau of Education,
Stenographic and Ethnographic Section, Washington, D.C.,
(1889).—Lecturer at the Mount St. Louis Institute, Montreal,
(1892).—Professor of Stenography at St. Mary's College,
Montreal, (1894-1896).—Awarded a Gold Medal by the President
of the French Republic, (1896).—Also several other medals.—
Professor of Stenography, public courses, Monument National,
(1906-1914).—Professor of French and English Stenographic
Courses given in La Presse, (1907).—Awarded "Highest
Diploma" at the International Shorthand Exhibition at Cairo,
Egypt, (1912) and at the International Shorthand Exhibition at
Geneva, Switzerland, (1922).—Member of Institut Sténo-
graphique de France, Paris, (1921).—Member of Association
Amicale des Professeurs français de Sténographie et de Dacty-
lographie, Paris (1921).—Vice-President of the Association des
Sténographes Polyglottes, Paris, (1922).—Silver medal, Provincial
Exhibition, Quebec, (1923).—Member of the Institut International
de Sténographie, Paris, (1924).—Canadian Correspondent to
several stenographic reviews in France, Belgium and Switzerland.
—Author of Adaptation of Stenography to English, Volapük,
Greek, Italian, Arab, Russian, Chinese, Iroquois, Montagnese,
Algonquin, Hudson Bay and St. Maurice Indian, etc.

TWENTIETH EDITION

MONTREAL—CANADA
1965

NOTICE

The previous editions of our English Course have been so much appreciated by the teaching community that we have, since, worked incessantly to the improvement of our method in order to attain perfection.

Have we succeeded in our task? We leave the reply with those interested in the teaching of a good method.

We are confident that the verdict will be in our favor if we may judge from the innumerable testimonials we have received from Canadian and American institutions. All proclaim in most unequivocal terms the superiority of our system which is superseding all those existing to-day.

We ask the teachers, the students and the stenographers to compare impartially our method with all the others and not to be guided either by prejudice or cupidity and if they are not biased by ignorance we are convinced that they will find in our method an ideal professional stenography; a system from which shading, positions, angles and fixed vowels have been mercilessly banished.

The general adoption of our method has been simply phenomenal. This demonstrates conclusively that the need of a stenography, easy to learn, simple and practical, of an extreme legibility and very rapid was greatly needed.

Our system is practised by hundreds of successful stenographers in every sphere where stenography is used, and almost all the official stenographers practising in the Civil and Criminal Courts of the Province of Quebec are Perrault-Duployans. The Montreal School Board, recognizing the indisputable superiority of our English and French systems, has decreed their compulsory and exclusive teaching in all the institutions under its control.

Up to June 1962, 1052 Perrault-Duployans passed the crucial tests in french or in english; several, bilingual, qualifying them to practice in the civil and criminal courts. Hundreds are private secretaries of Federal and Provincial Ministers, presidents, etc.

Superior Course of Stenography

PERRAULT-DUPLOYAN

PREFACE

It is needless to define here the utility of stenography. It is so well recognized by the students, who have gone through our Elementary Course, and those who have practised the art know and appreciate so much its indisputable value that it would be superfluous to attempt to demonstrate its advantages.

There exists a great number of systems, all more or less practical — a number of them are rather impracticable —. In our system there is no shading, no position, no ruled lines, the vowels and consonants are joined together and follow each other in their natural order as in the ordinary writing, and the angles are practically absent.

Duploye's French Stenography is incontestably the simplest, the easiest, the most legible and the fastest of all. Relatively new compared to the several other systems, it is by far the most popular in France, Belgium, Switzerland and in Canada where it is almost exclusively used. Its superiority has been so well recognized that several adaptations to the English have been made, the most important being Sloan's in England and Pernin's in the United States and Canada.

These adaptations are unfortunately very defective; the former on account of its shading principles, the latter on account of its fixed vowels, a source of numberless angles. These defects hamper the speed to a great extent.

Having at our disposal such an excellent system as Duployé's which we understand thoroughly, it was an easy matter for us to create rules that are in harmony with the English and enable the stenographer to attain great speed and to read his notes with an extreme facility.

The best proof of the superiority of our system lies in the fact that we have formed more Court Official Stenographers (1052) practising in the Province of Quebec than have all the other systems combined.

The professional stenographer or the student will learn the rules of this course with great facility because they are all essentially based upon those of the Elementary Course which is simplicity itself.

INTRODUCTION

Now, pupils, you are entering on the syntax of stenography. While the syntax in grammar is more difficult than the elements, while the fractions, algebra, &c., are more difficult than the four elementary rules of arithmetic, the Superior Course of stenography is even easier than the Elementary Course. Is not this encouraging when one considers how complicated are all the other systems? So much so that hundreds of students give up the study in despair after months of strenuous labor!

The rules of the Elementary Course should be strictly observed. The signs should not be altered nor new ones created. It is needless to warn the student not to introduce anything from other systems into ours as it would only tend to complicate rather than simplify the work. Our "Fifteen Hundred Abbreviations" being grafted on the Superior Course as the latter is grafted on the Elementary Course, it follows that it is essentially important to study intelligently and practise our method.

When an abbreviation is logically construed and well acquired, it will be seen that the reading of abbreviated words is easier than unabbreviated ones. As paradoxical as this may appear, it is, nevertheless, true.

Written fast, the stenograms are somewhat deformed, the straight lines are inflected, the half circles straightened, and the proportions are hardly maintained. In simplifying the signs, or substituting simple ones for those that are most apt to be deformed we attain a greater precision; the movements are less precipitated and the hand becomes firmer and is no longer animated with that agitation which prevents accuracy.

The advantage of abbreviations is that they enable the stenographer to attain a higher speed and to follow with ease an orator however voluble he may be.

A stenographer who would write 125 words without abbreviations would write from 200 to 250 with their use.

This assertion is incontestable. In our system that we preconise, the number of strokes is reduced by more than half, the most difficult signs are replaced by shorter and simpler ones. All these simplifications conduce to speed and perfect legibility.

In sentences of one hundred words written in integral stenography, we counted 105 strokes of the pen to only 33 in abbreviated style. A gain of 35%.

The process of abbreviations has another advantage: it economizes, in a considerable proportion, the labor of the stenographer. If he has but one half of the signs to write he will tire to that extent less and will, naturally, take down notes so much faster.

The use of dots, accents and secants plays a most important role in abbreviations. They offer this double advantage: they indicate the omission of certain letters and also of one or more syllables at the end of a word.

In order to join together certain words or terms such as: "and-in, on-that, and-this-is-the, Bill-of-Lading," &c., we have operated these junctions with unusual angles, the presence of which indicates clearly that the first part of the sign does not belong to the second since the angle would have been otherwise omitted. (See rules 3, 4).

Rules 13 and 14 of the "Elementary Course" and the rules 1, 2, 3, 4 of this course demonstrate how easily and how advantageously several words may be joined together.

TRAINING

The first rule to follow in order to attain professional speed in a short time is to write the signs well: *a good stenographer, a good calligraphist*. If this rule is not closely observed, the chances of success will be greatly lessened. It is always easy to read notes that have been written slowly but not quite so when the stenograms have been written at a great speed and, as a natural consequence, or more or less deformed.

The second rule to follow is to eliminate all the accents and dots as used in the "Elementary Course". Our Superior Course, as we have already stated, is based on their omission which, be it said, does not offer the slightest difficulty provided, of course, the vowels are written strictly in accordance with the rules laid down in the Elementary Course.

We advise the teachers who take a real interest in the welfare of their pupils and who wish to form competent stenographers, to teach these rules so as to enable the student to eliminate all accentuations from the start and thus facilitate his advancement in the Superior Course.

Another principle, no less important, is not to tolerate any useless or incorrect signs. Tolerating them would supply a too fertile source of waste of time and of errors for, once the habit acquired, it would be very difficult to eradicate.

Each stenogram, each letter should be written with an easy, smooth and regular movement; the pen should not stop while passing from one word to another; the speed should always be uniform, and uninterrupted; it should not be lessened in curves nor accelerated in straight lines.

To use a comparison, the pen should move, advance on the paper with a steady regularity as though it were put into movement by clock-work. The closer one adheres to this rule, the less one will have to hasten in taking down notes: *The real stenographer*

writes slowly. It is very easy, indeed, to attain this most important condition; write as slowly as possible; the fingers—not the forearm—should move. There is no muscular movement in stenography.

Our neophytes can hardly write “papa” but they believe themselves expert stenographers and they rush madly—they want to make speed. This, as we have demonstrated, is a serious mistake and will inevitably compromise the future of the student as a stenographer.

Training for speed should only begin when the preceding instructions have been followed.

Always read your notes—a stenographer is not only a word catcher, he should, above all, be able to decipher instantly the stenograms even when they have been somewhat deformed through speed—. Our “Reading Exercises” are particularly recommended to the student as they are most suitably adapted to familiarize him with the signs.

STENOGRAPHING EXERCISES.

In learning music or singing, the student must go over the same exercises again and again, repeating the same notes. In principle, the same thing applies also to the study or shorthand: assiduous practice in reading and writing is indispensable to progress, but with this difference that the text of the practice matter should always be NEW, continually presenting untried word combinations rather than repetition. The system of training which we have adopted with unprecedented success is to always have our students read and write new matter, and thereby attain more quickly to the highest degree of flexibility in the rapid manipulation of all possible combinations of words and phrases, so that they soon cease to be embarrassed by that sense of unfamiliarity with their subject which too often hampers the young stenographer.

The student should now learn the abbreviations. It would be a mistake to defer their use. Why should he persist writing integrally words that he must eventually abbreviate? In our “FIFTEEN HUNDRED ABBREVIATIONS” he may select those that will be most useful to him whether he intends to become a professional or Court Official Stenographer.

Now, the student will occasionally time himself in order to see what progress he is making in speed. Should he lose ground let him start with a new vigor.

The task is easy. Our pupils who only receive an hour's lesson three times a week generally reach the 125 or 150 words mark in two or three months, practising but one or two hours *daily*.

Is not the task extremely easy and very encouraging, dear readers ? Can the same result be attained with other systems ?

STENOGRAPHIC CODE

The professors who correct the exercises outside of their class may use our Code with advantage ; it will spare them quite an amount of writing. At the very beginning of the course they will draw the attention of the pupil to the following conventional signs :

1.—A figure under the stenograms indicates the rule to which the defective sign applies.

2.—A dash under the stenogram means that it should have been written on the line, not under.

3.—A dash above the stenogram means that it should have been written on the line, not above.

4.—An arrow indicates the direction that the pen should take in the writing of a sign.

5.—† Write the signs well.

6.—¶ Write smaller.

7.—‡ Write preferably thus:.....

8.—[Compare your stenograms with mine.

9.—] Study your rules well.

10.—+ Don't write fast, yet.

11.—\$ Don't write so heavily.

12.—E See rule..... "Elementary Course".

13.—= An abbreviation.

14.—A dotted circle around a stenogram signifies that it could have been omitted.

15.—% Less space between the stenograms.

16.—? Undecipherable.

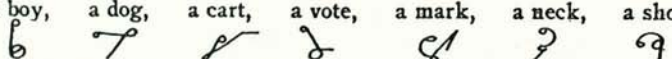
17.—* See "1500 Abbreviations".

SUPERIOR COURSE OF STENOGRAPHY

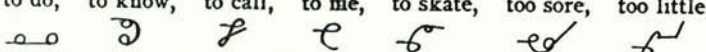
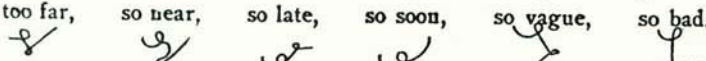
GRAFTED ON PERRAULT-DUPLOYAN'S

ELEMENTARY COURSE

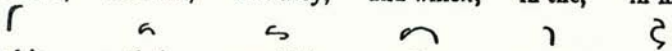
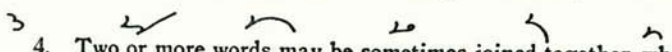
1. The article "a" is always joined to the following word when it begins with a consonant:

a boy, a dog, a cart, a vote, a mark, a neck, a shop.


2. The preposition "to" and the adverbs "so" and "too" are always joined to the following word when it begins with a consonant.

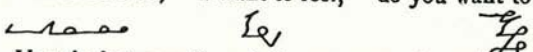
to do, to know, to call, to me, to skate, too sore, too little,

 too far, so near, so late, so soon, so vague, so bad.


3. The conjunction "and" and the propositions "in" and "on" are generally joined to the following word, in which case they must be written as if they were isolated.

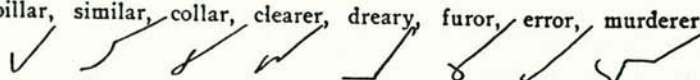
and the, and she, and they, and which, in the, in my,

 in his, on their, on which, on that, on this, on her.


4. Two or more words may be sometimes joined together when it can be done without detriment to legibility.

I should be, you may, she will not, they will be.


I would like to do that, I want to feel, do you want to go to the.


5. Vowels between L and R are generally omitted in which case the letter R is doubled.

pillar, similar, collar, clearer, dreary, furor, error, murderer.


6 B is generally omitted in the prefixes AB, ABS, OB, OBS:

abdicate, objurat[i]on, abnegat[i]on, abnormal, obnoxious,
obtain, absence, obscene, obstacle, obscure, abstain,
absurd, abstract, abscond.

7. B, medial, is usually omitted:

substance, subside, subterfuge, subject.

8. D in the prefix AD is usually omitted:

admirable, admonish, advantage, advocate.

9. D is generally omitted in words ending by LD:

Bald, build, fold, told, sold, mould, child.

10. D, S, T are omitted when between two curved consonants;
then, the vowels A, O, OW are written inside of the one following:
contrarily to rule 24 of the E. C.:

anatomy, matinee, matting, monotony,

11. D, S, T are omitted when between a straight and a curved
consonant forming no angle

The vowels A, O, OW are written outside of the curve; just the
contrary to rule 25 of E. C.:

method, retouch, model, mortal, mutual, morsel

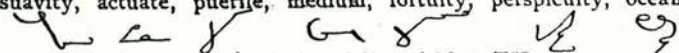
12. D, S, T are omitted in writing the vowels A, O, OW inside
of the angle; just the contrary to rule 26, E.C.:

metal, total, motive, consonant, catholic, battle, resolve,
momentous, proceed, message, redouble, passage, redoubt.

13. E, I, U may be omitted in the diphthongues ea, eo, ia, io,
ium, ooa, ua, ue, ui, ious, uous, &c.;

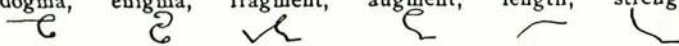
recreate, geography, mimeography, creosote, rediate, mania,
anaemia, poniard, lariat, unctuous, previous, period, persuasion,

suavity, actuate, puerile, medium, fortuity, perspicuity, oceanic,



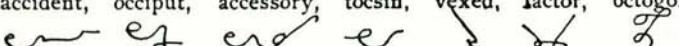
14. G may be omitted when followed M or TH :

dogma, enigma, fragment, augment, length, strength.



15. K may generally be omitted when preceded or followed by S or T :

accident, occiput, accessory, tocsin, vexed, factor, octagon

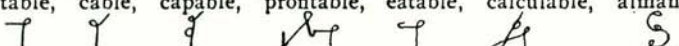


doctrine, actual, activity, excellent, victor

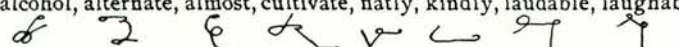


16. L may be generally omitted when final, and frequently when in the body of a word :

table, cable, capable, profitable, eatable, calculable, almanac,



alcohol, alternate, almost, cultivate, flatly, kindly, laudable, laughable.



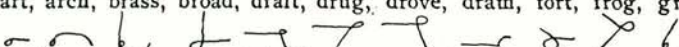
17. P in the prefixes AP and OP, may be omitted when followed by S or T :

aptitude, optician, optimist, optional.

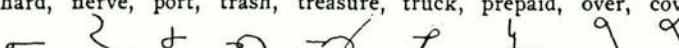


18. R medial or final may be omitted whenever this can be done without prejudice to legibility :

art, arch, brass, broad, draft, drug, drove, dram, fort, frog, graze,

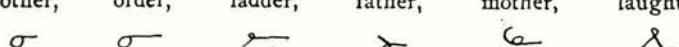


hard, nerve, port, trash, treasure, truck, prepaid, over, cover.



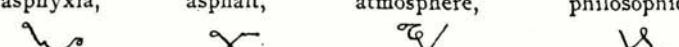
19. R is generally omitted in words ending in DR, TR. : *

other, order, ladder, father, mother, laughter.



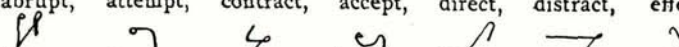
20. S may be omitted when followed by PH (f) :

asphyxia, asphalt, atmosphere, philosophical.

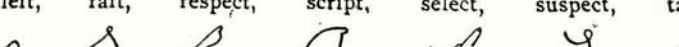


21. T may be omitted when preceded by F, K or P. :

abrupt, attempt, contract, accept, direct, distract, effect,



left, raft, respect, script, select, suspect, tact.



* Except in the comparative adjectives.

SYMPHONES

22. The symphones BB, DD, DT, DS, DSD, DST, GG, RR, VV, CHCH, CHJ, JJ, JCH, MM, NN, SS, SZ, ZZ are represented by their respective characters, but enlarged:

Biblical, deed, dead, did, December, deduce, decided, disappear,
 destitute, distraction, detest, discredit, indiscreet, distance,
 candidate, attend, related, intended, modesty, doubted,
 church, change, judge, giggle, moment, memory, mimic,
 mummy, known, rarity, since, success, succeed, sensible,
 incessant, accessory, cease, leases, gaseous, breezes, amazes.

23. When the last letter of a word is a similar consonant or a cognate to the first letter of the following word, the two words can be joined by dropping one of the consonants. This simple rule conduces to rapidity without the least prejudice to legibility. It can be applied in a general manner, even when the words are abbreviated:

as said, at those, at them, grab-bag, had they, had those,
 had that, had done, has some, has so, has sat, has still,
 hold them, hold their, last day, last still, last summer, let that,
 let these, let those, let them, let down, side door, get down,
 sit down, short time, right time, bed time, bad time, first time,
 best time, good time, told their, told them, told those,
 spend thrift, send them, send that, sent that, sent those,

would they, bought that, fought their, silk coat, laid down,

are wrapped, are right, or rather, ought to, ought those, rat trap,

want to, want that, great deal, good deal, with their, with that,

with this, with those, with them, eat them, eat that, eat these,

eat those, did they, anot(her) thing, should they, it would,

24. Words ending in CIOUS or TIOUS (sh us) are represented by the sign SH-S, eliminating the medial vowel :

malicious, fallacious, obnoxious, cautious, captious.

25. The vowels are omitted when between MN, NM, JS, SJ, CH-S, S-CH. :

mean, name agency, singe, satchel, chance, sage, patience.

26 M and N are represented by a double M in words where the following combination are found : MM, MN, MNM, MNS :

momentaneous, promenade, manifest, communication, minimum,

domicile, humanity, manuscript, emanate, gymnastic.

27 N and M are represented by a double N in words where the following combinations are found : NN, NM, NMN, NMS :

nomination, nomenclature, unanimous, phenomenon.

ornament, numismatic, anonymous.

28 The repetition is represented by the sign R : /

(a) it is used to express certain locutions :

From door to door.

I followed him step by step.

(b) to indicate couples :

The father and the mother. I saw his uncle and his aunt.

I am speaking to that lady and gentleman. The King and the Queen have arrived

(c) to indicate oppositions :

I can neither read nor write He examined him from head to foot.

We inspected the house from top to bottom

(d) signifies that the answer, whether in the affirmative or in the negative, is the repetition of the question :

Do you know him well? Yes, I know him well. Are you sure

of that? No, I am not sure of that. Did you see him there?

No, I did not see him there.

28. The cardinal numbers should always be isolated from the words, but the ordinal numbers are placed either over or under the stenograms to which they are related: The 6 houses

9

were sold: Read the 9th chapter: Read the chapter: The second last house = the house; the night before last = the

2

night; "Hundred" is expressed by a dash under the figure:

2

900 = 9; "Thousand", a dash over the figure: 8,000 = 8;
 "hundred thousand", dash over and dash under the figure:
 700,000 = 7; "million" accent "on" under the figure: 8,000,000
 = 8; "billion", two accents "on" under the figure: 3,000,000,000
 = 3;
 "

The adverbs and the adjectives; the accent "in" over the figure: secondly = 2, fifthly = 5. 9th instant = 9;

d

"Proximo", lettres "po" over the figure: 8th proximo = 8;

o

"Ultimo", letter "o" over the figure: 15th ultimo = 15;
 "o" stands also for "degree": 9 degrees = 9°; 6th degree = 6.

o

The conjunction "or" should never be written between two numerals as it is liable to be taken for a "6". A wide space should be left between the preceding and the following numbers: 4 or 5 = 4 5; 60 or 70 = 60 70.

SYNOPTICAL TABLE OF PREFIXES AND SUFFIXES

34 The prefixes are syllables that precede the principal part of words, the radical, that is to say the propositive particules that enter in the composition of words to which they are inherent.











Several of the prefixes and suffixes are of Greek or Latin origin and they present themselves under different forms to which, however, we have given such distinct signs that equivocal are utterly impossible.

No other prefixes nor suffixes than those hereunder given should be used.

PREFIXES	SIGNS	EXAMPLES
35. after.	sign "af" ʌ joined to the word.	afternoon, after-thought, afterwards.
36. anti, ante.	accent (an) ' placed above the following sign.	anticipate, ante-room, ante-chamber
37. circum.	sign "C" near which is written the rest of the word.	circumvent, -flex, -navigate, circumcise.
38. contra, contri, contro, counter	secant / \ - 1 across the beginning of the word.	contract, contribute, counterpart, contradiction, contravention.
39. des, dis, dest, dist.	long "d" — (see rules 22.)	deceit, discord, display, destitute, distance, distract, disport, disaster.
40. every.	↘	everywhere, - thing, - one, - day, - other.

PREFIXES	SIGNS	EXAMPLES
41. ex, exter, extra, extre, extri, excel	initial sign " ^ " placed over the following sign.	exact, exhaust, expose, external, extract, extricate, excellent, extradition.
42. enter, inter, intro, intru.	sign "r" / crossed by the following word.	enterprise, internal, interview, - course.
43. for, fore.	sign "f" \ joined to the word.	forbid, foretell, forward, forecast.
44. good.	sign "g" / joined to the word.	goodeal, goodyhile, good time, good day
45. indes, indet, indis, indist.	sign "in" — joined to long "d". (see rule 22.)	indescribable, indistinct, indispensable, industrious, indiscipline, indestructible.
46. ins, inst.	accent (in) \ placed above the sign.	institute, inspire, instigate, installation.
47. magna, magne, magni	"m" C sign close to the following sign.	magnanimous, magnetic, magnify, magnitude.
48. mis	small "m" c sign close to the following sign.	misprint, misquote, mistake, misfit, miscarry.









































PREFIXES	SIGNS	EXAMPLES
49. misunder.	"m" and "d" joined, see "under".	misunderstood.
50. multi.	sign "m" crossed by the following sign.	multiply, multiple, multiform, multicolor.
51. out.	sign "ow" joined to the word.	outlet, outpour, outsell, outcast, outlive.
52. over.	sign "o" placed over the following sign.	oversight, - shoot, - head, - take, - throw, - set.
54. resp, respt, rest.	"r" sign placed close to the next sign.	respectfully, respiration, restriction.
55. sub, subs, sur. super.	small "s" sign placed above the next sign.	submit, - tract, surplus, survey.
56. trans.	sign crossed by the following sign.	tranquil, transact, transpire, - mit, - plant, - form,
57. under.	"d" sign placed over the rest of the word or of the next word.	transcribe, - late, - verse, - it, - port. undergo, - rate, - neath, - value, - hand, - the table.






































PREFIXES	SIGNS	EXAMPLES
58. unex.	signs "un" and "e" ~ joined to the final.	unexpected, unexperience, unexplored.   
59. uninter.	"un" and "r" / joined and crossed by the following sign.	uninterrupted, uninterested.  
60. unpre, unpri, unpro.	"un" and "p" ʅ sign joined and placed above next sign.	unprofessional, - fitable, unprepared, - judiced.    
61. unrest.	sign "u" and "r" / joined and placed close to the next sign.	unrestriction. 



62 The suffixes are not employed to as great an extent as the prefixes, as in the majority of cases the word is abbreviated before the suffix is reached. Still, suffixes are surely useful in words of three or more syllables, and it is well to be thoroughly familiar with their forms so that they may be readily used when occasion demands.

SUFFIXES	SIGNS	EXAMPLES
63 able, ible	a dot under the last sign	formidable, abominable, admissible, favorable, destructible, inaccessible, susceptible.
64. ably, bly, ibly adly, edly, idly, etly, itly.	suppression of "l".	notably, terribly, assembly, gladly, flatly, rapidly, repeatedly, lately, cheaply, fitly.
65. after	sign " \ " joined to the word.	hereafter, draughter, rafter, laughter.
66. al, ial.	sign " ^ " over last sign.	material, natural, professional, doctrinal.
67. alism, ism, sim, tism. gram,	small "m" sign " c " placed near the last sign	generalism, favoritism, optimism, baptism.
68. ality, elity, ility, arity, erity, irity.	sign " ~ ~ ~ " written across end of word, points of crescent outward.	brutality, fidelity, celerity, affability, nudity, credulity, fraternity, familiarity, agility.

SUFFIXES	SIGNS	EXAMPLES
69. alities, elities, ilities, arities, erities, irities.	sign "  " written across end of word, points of crescent inward.	probabilities, possibilities, moralities, responsabilites,     opportunities, deities.  
70. ance, ence, liance.	sign "  " written across the last sign.	remonstrance, reference, reliance, opulence, convenience.     
71. atic, tic.	see "graphic"	
72. ative, etive, itive.	sign "  " under last sign.	talkative, superlative, administrative, communicative.    
73. atively, etively, ly, itively.	sign "  " under last sign.	relatively, effectively, expeditively.   
74. cian, cion, sion, tion.	sign "  " joined to the end of word, written in the same direction as preceding sign.	physician, operation, proportion, omission, motion,      notion, provision, option, addition    
75. cians, sions, tions.	loop "  " joined to end of word, written in the opposite direction of preceding sign.	physicians, operations, proportions, motions, notions,      provisions, additions.  

SUFFIXES	SIGNS	EXAMPLES
76. deousness, geousness, tious- ness, sciouness.	sign " > " close to end of word.	consciousness, gorgeousness, grievousness.   
77. erior	sign " \ " joined to end of word.	superior, inferior, interior, exterior.    
78. eriorly	sign " \ " joined to end of word.	anteriorly, posteriorly, ulteriorly.   
79. erly	suppression of "rl"	properly, motherly, latterly, bitterly.    
80. ful, full	sign " \ " joined to the word.	useful, beatiful, armful, shameful, fitful.     
81. fully:	sign " \ " joined to end of word.	plentifully, awfully, carefully, gracefully    
82. fulness.	sign " \ " joined to end of word.	awfulness, forgetfulness, mirthfulness.   
83. graph	sign " \ " under last sign.	telegraph; phonograph, mimeograph, geograph.    
84. graphy	sign " \ " under last sign.	stenography, pornography, caligraphy.   
85. graphic.	sign " / " under last sign.	lithographic, cosmographic, chirographic, pornographic.    

SUFFIXES	SIGNS	EXAMPLES
86. graphic, ally, phically, ically.	sign " / " under last sign.	scientifically, artistically, philosophically.
87. ingless.	sign " / " under last sign.	meaningless, seemingless, ceasingless.
88. ingly.	sign " / " under last sign.	wittingly, laughingly, willingly, knowingly.
89. ingness.	sign " > " under last sign.	charmingness, willingness, becomingness.
90. ings, nings.	sign " o " written con- trary to rules 20, 23 & 30, Elem. Course.	kings, rings, soundings, springs, strings, facings.
91. itude, titude.	Dot over last sign.	multitude, promptitude, magnitude, fortitude
92. less, lous.	sign " / " joined to the word.	heedless, heartless, frivolous, quarrelous.
93. lessly, lously.	sign " / " joined to the word.	faultlessly, jealously, zealously, artlessly
94. lessness, lousness.	sign " / " joined to the word.	thoughtlessness, faultlessness, lawlessness, matchlessness.
95. manship, ship.	sign " " close to last sign.	workmanship, penmanship, friendship, warship.

SUFFIXES	SIGNS	EXAMPLES
96. ment (1)	accent " - " (en) over end of word. <i>me</i>	judgment, document, establishment, augment.
97. ness.	(see deousness).	
98. self, selves.	signs " \ " joined to the word.	myself, him., her., it., themselves, yourselves.
99. sional, tional.	sign " o " joined to the word.	conditional, sessional, additional, rational.
100. tionally.	sign " o " joined to the word.	professionally, rationally, proportionally.
101. sionaries, tionaries.	sign " o " joined to the word.	dictionaries, missionaries, functionaries.
102. sionary, tionary.	sign " o " joined to the word.	probationary, discretionary, revolutionary.
103. sionate, tionate.	sign " o " joined to the word.	passionate, affectionate, proportionate.
104. tioneer, tioner.	sign " o " joined to the word.	auctioneer, petitioner, practitioner, probationer.
105. ward, wards.	sign " / " joined to end of word.	forward, westward, backward, upward, onward.
106. with.	sign " = " joined to the word.	forthwith, herewith.

(1) Those practising French, might use the "an" accent.

107. The following words which occur very frequently may be joined together in phrasing:

And	And-the,	and-this or when,	and she,	and-his,	and-a,	and-in,	and-on,	and-there,			
	and-what,	and-was,	and should,	and-which.							
At	At-the,	at-his,	at-her,	at-you-r-s,	at-them,	at-those,	at-me.	at-him,	at-times,		
	at-once,	at-all,	at-last.								
Did	Did-the,	did-I,	did-you,	did-we,	did-he,	did-she,	did-they,	did-my,	I-did,	he-did,	
	she-did,	you-did,	we-did,	they-did.							
For	For-the,	for-this,	for-that,	for-those,	for-me,	for-her,	for-him,	for-us,	for-you,	for-them,	for-his,
	for-which,	for-a,	for-all,	for-their,	for-these.	for-my.					
From	From-the,	from-this,	from-that,	from-those,	from-me,	from-you,	from-us,	from-him,	from-her,	from-his,	from-a.

I	I-will-be-able, I-will-not-be-able, I-did-not, I-would, I-would-not-be-able, I-have-been, I-have-not-been-able, I-have-had, I-have-not-had, I-have-given, I-have-made, I-have-done.
In	In-a, in-an, in-her, in-his, in-the, in-these, in-those, in-their, in-my.
Is	Is-a, is-in, is-this, is-there, is-this-a, is-this-his, is-this-her-s, is-this-your-s, is-on, is-it, is-it-not-the.
It	It-is-them, it-has-not, it-will-not, it-may, it-should.
Of	Of-a, of-all, of-the, of-that, of-this, of-those, of-them, of-their, of-her, of-his, of-own, of-him, of-you-r-s, of-such, of-me, of-us, of-which, of-it, of-these,
On	On-a, on-an, on-that, on-the, on-this, on-her, on-his, on-it, on-their, on-no, on-them, on-these, on-those, on-what, on-which, on-when, on-with.
That	That-is, that-in, that-a, that-is-in-on, that-is-not-the.

This	This-is-a, this-is-not, this-is-his-her-hers, this-in, this-and, this-when.
Was	Was-what, was-a, was-this, was-not, was-he, was-she, was-it.
What	What was, what-is, what-it, what-is-the, what-that, what-this, what-is-a, what-was-the, what-was-he-she.
When	When-a, when-this, when-we, when-you, when-they, when-that, when-these, when-those,
With	With-a, with-an, with-the, with-his, with-that, with-those, with-them, with-these, with-their, with-her, with-him, with-his, with-me, with-us, with-you, with-whom, with-what, with-which, with-such, with-all.
Would	Would-a, would-I, would-he, would-she, would-we, would-you, would-there, would-they.

CONCLUSION

SUPPRESSION OF WORDS OR ELLIPSISSES

108. Notwithstanding the fact that one can attain a great, a very great speed in the exclusive application of the rules, prefixes and suffixes contained in this book, the work can yet be considerably simplified in throwing overboard all the words that are not of an absolute necessity in stenography, such as articles, conjunctions, propositions, adverbs, personal pronouns, &c.

Practice enables us to truncate phrases without hesitation and logically; this elimination must be done methodically and intelligently so that the letters, thus, words so omitted can be easily recovered.

Writing will be, then, no longer the photography of speech but only a sketch of it, faint and odd perhaps, but always recognizable.

To the student who wishes to become a Court Official Stenographer or fill such positions where very great rapidity is required we recommend our "Fifteen Hundred Abbreviations".



DICTATION EXERCISES.

The asterisks indicate abbreviations.

The hyphenated words should be joined.

Join such words that are closely connected in sense.

I

A-boy had-a-ball and-a-bat. A-long boat and-a-barge are anchored at-a-wharf. I want-you to-stop a-little while here. Has-he arrived so-soon? Your explanation is-too-vague. I-am too-busy to-leave now. That board is-so-long that-I-will-not-be-able* to-put-it in there.

This-is-the box on-which you-will place the glasses. This-is-the cup in-which is-your tea. Help me to-put-the cover on-the box. She-has-her hat on-her head. Your watch is-in your pocket. In-her trunk she found a-gold ring in-a glove. These are too-large and-those too-narrow. And-which do-you want-me to-lock in-that drawer?

I-did-not want-to-go on-that boat. You should-not sell that-strap. Will-you-be home to-morrow? They-are-not ready to-leave. I-will let-you go-to-the store with-the boy. Would-you-not prefer to-call on-him? Some-of-the people are arriving. When-this-is finished you-may leave. This-is-not what I-want.

This-is smaller. The tailor repairs my coat. The mirror is broken. Real estate is dearer this year. The cellar is-too-damp. The sailor is-at-the top of-the mast. The scholar came back from school. The weather is clearer to-day. We-are nearer home now.

II

He-has surmounted all the obstacles he-met. A-boy has abstracted your watch. The doctor removed the abcess. The pulse is abnormal. I object to-that. His authority is absolute. They-are obdurate in-their decision. You-must observe absolute silence. They remove the obstructions from-the street. It-is obvious that-his intentions are bad.

I-believe that-they-will subscribe \$10.00. How many will-you sub tract? He-is teaching subversive doctrines. You-must use no substitute. The boat was almost submerged. The sub-deacon has-just arrived. The thief was subdued after a-long struggle. Let-me have-the substance of-the sermon.

The army will advance. He-was admitted in-the hall. Give-him a-good advice. The advocate lost his case. The bold old man is cold. Fold the sheet of paper. I sold the mould. That-boy is-so-bold. The adverb is-not appropriate in-this sentence.

III

This place is-too-monotonous. The mutiny was suppressed. They-are chasing the boar. We-are going to-the matinee to-morrow. I-am studying anatomy. He-has always had-a-prejudice against him. His memory is prodigious. What method are-you teaching? They-will reproduce the play next week. You-should retouch that-stone. The locomotive covered ninety miles in-an hour. Your moustache is-too-long. I-bought some fine cattle. Facing the house is-a-high tree. The roses are fading. That air is-very melodious. His strength has redoubled.

We-have-a-good opinion of-him. That-boy is-very ingenious. The heliotrope is-a-beautiful flower. He-has joined the militia. Can you-play the piano. No, but I-play the violin. He-was reengaged. The troops will re-embark to-morrow. They-will re-export that-machine. Mix the creosote with-the syrup.

IV

This-is-a-fragment of-the broken plate. They will augment the taxes. You-have lost some-of-your strength. This-is pigment color. The doctor met with-an-accident, the occiput was fractured. The actor was applauded, when he-appeared on-the stage. Will-you dictate-me a-few phrases? He-will acknowledge his guilt. They-have actually enough money. I-broke my spectacles.

My heart palpitates with joy. There was a-great multitude at-the review. See the old man home. We-have altered our plans. I-have left the city on-the 9th ultimo*. Put some-of this salve on-your lips. The almanac is-now published. My boy recites the fable in-an-able manner. It-is-not possible* to-repair that-table. He-made a-declaration that-he-did-not commit any defalcation. Walk in-the middle of-the road.

You-have-no option in-the matter. I-am going to-the ophthalmic hospital to undergo* an-optical operation. She-has-no aptitude for music. The optician repairs my binocle. I-must melt some lead. Let-us see this beautiful work of art. The street is broad. Go-to-the drug store. I drove a-fast horse. Eat that-piece of bread. Thread the needle with-white silk. That-celebrated horse broke all previous records. Your-order for ten tons of coal was-received to-day. Use a-more appropriate word.

V

Climb to-the top of-the ladder. Rub the lather over* your face. I-will call later. I-mailed my letter to-day. That-pill is-too-bitter. The leader of-the mob was killed. The gas-meter does-not register correctly. The traitor was-shot.

We-have-shipped all-the cattle. I-will take-them all except this one. We-visited the cataract. They act slowly. Have-you-packed my clothes. I-have-tacked the board. It-is-a-fact that-he-had locked the door. I-kept him. They-left late. Sign this-draft. I-have-wrapped my furs.

Did-you sign the de d of-the dead? I-read the Bible. The debtor has-paid me. Deduct ten dollars from-that-sum. You-must desist annoying him. I-have-decided to-leave to-night. That-woman is-very modest. He-should-not despair. They doubted his honesty. You-must-not disdain him because he is poor. He lived in-absolute destitution. I-make no distinction between the two. The eastern district of-the city is-a-large one. I-am indebted to-the extent of one thousand* dollars. Do-you-desire to-read this book. Give-me-your address. I-will-call on-you. Are-you coming to-church with-me? Please change seats. The judge gave his-decision this morning. His memory is-very defective. I-have-known that-man since a-good many years.

VI

What-do-you mean to-do? Have-you manifested a-desire to-see him? Wait a-moment. Are-you-going to-receive communion? He-is-a communist. I-spoke to-the Prime Minister. What a-beautiful monument. I-do-not fear his menaces The examples are numerous. The reasons he evoked are manifold.

What-is-your name? We-have-known them for so-long. Your nomination is-fixed for to-morrow. This-is-a-fine numismatic collection. Do-you-know who-sent-that anonymous letter? Indeed, I know it-is-her. I-have twenty bank bills of different denominations. A-denunciation was made against the thief.

We-made a house to house canvas. I-am doing that-work day by day*. Are-they your sister and brother. The horse and-the mare were sold this morning. We-have-looked into every nook and corner. Were-you present* when he-gave-him the cheque? Yes, I-was present* when he gave* him the chequee. Would-you-know him? No, I-would-not-know him.

PREFIXES

After-dinner or later in-the afternoon* we-will-go-to-the park and afterwards we-will-go-to-mother's. His antecedents do-not recommend him. He-conquered his antagonist. Do-not anticipate bad results from her antipathy. The captain* intends to-circumnavigate the world. The action of-the stranger are circumspect. There are one thousand* voters in-that circumscription. What is-her cognomen? Will-you take cognizance of-these papers?

How much* did-they contribute to-the funds? This-is-a contravention to-the law. She-should-not contradict him. A-new contrivance has-been added to-that machine. He-makes use of too-many circumlocutions in-his speech. The orator will take part in-the controversy. The countertide will occur at noon. Do-not accept that bill, it-is-a counterfeit. Let-me give*-you the countersign. If-the conditions of-the countercharge are acceptable you-might countersign the contract papers.

VIII

What do-you-decide to-do? I-have-not yet taken any-decision in-the matter. You-do-not deserve all those honors. Try to-describe the place you-visited. Despatch that-letter without delay. The destruction was complete. Did-you-discover the hiding place of-the fox?

The gun was accidentally discharged. What-discount will-you allow me? Don't get discouraged, you-will succeed. That young man is-very discourteous. The troops disembarked here. This-is-a commercial district. I-will distil some essence. He-was driven to-distraction thro-the death of-his wife. The child is-sleeping, do-not disturb him.

I-have-looked everywhere and-have-not found your chronometer. They call every other day. Everything is-in good order now. Has everyone eaten?

What-you-say is exact but somewhat exaggerated. The pear is excellent. Will-you exchange your money? He-was threatened with excommunication. I-will accept no excuse from-him. Go out and-take some exercise. They exhort the crowd to-follow them. That-metal will expand sensibly. I expect Rose at every moment. I-have-succeeded to-some extent. They-are too extravagant. Do-not expose yourself Will-you export watches this year?

IX

His enterprise has-been most successful. On entering the hall the ex-Minister was loudly cheered. The front entrance is-now opened. His intrepidity is almost synonymous to-temerity. What interest do-you-get on-your loan? The young lady was introduced to-the company. My letters will-not-be intercepted. They-will interchange civilities. There will be a-short intermission. The commercial intercourses were most agreeable. I-forbid-him to enter.

The fore part of-the ship was destroyed. The foreman has-arrived. Forward the cases with haste. They-have a-good-deal more to-sell. You-will-have to-wait a-goodwhile* yet. He-has-met with good luck.

Give*me an-account of-the meeting held last night. The beauty of-that-church is indescribable. He-picked indiscriminately the good and-the bad apples. She-is-too indiscreet. Indiscipline prevails in-the camp. She-is indisposed against him. The light is-dim, the objects are very indistinct. He-is-a-very industrious young man.

X

Play that instrument. He-is inclined to-bad instincts. He-was well inspired, indeed. His parents instil evil sentiments in-that child's mind.

The orator has-a magnetic influence over* his hearers. Be

magnanimous towards that-poor woman. He-delivered a magniloquent lecture. I-think-that-you magnify his qualities as-an orator. He-could-not mesmerize her. Did-you-deliver my message? I miscalculated the distance. Be careful not-to misdate the letter. I-have misjudged him. The failure of-the establishment was-due-to mismanagement. I-made a-serious mistake. You misquote that-writer. The difficulty arose thro a misunderstanding.

Give*me that multiform piece of granite. Multiply these two sums. A-multitude of children filled the hall. The out-cast was admitted in-the almhouse. You-must use the utmost care. An outcry was heard in-the distance. Let-us all go out-side. The house has-a-very fine outward appearance.

XI

The water will overflow*. Have-you given an overdose* to-the dog? He-was overcome* with fatigue. Look overhead*. Walk fast if-you-want-to overtake* him. I overheard* his conversation. Take my overshoes*. I-have an overstock* of those goods. Do-not overwork* yourself; you-will-be too-tired if-you continue making overtime*.

Are-you reconciled with-him now? Please reconsider the matter over. He-was well recompensed for-his labors. Did-you recognize* her when-you-met-her? Endeavor to-recomfort-her in-her grief.

You-must-be respectful towards your-parents. These two girls are nine and twelve years of age respectively. He now respires with less difficulty. You-should-not restrict that-child in-his amusements. This-is our resting place, sit-down. The oculist will surely restore his eyesight.

XII

The storm that-was raging has subsided. He-can hardly subsist with-his salary. I-would suggest you to-begin your work over again*. There-is-no substance in-that-material. Read

that subsection. You-must submit to-his authority. There-is* sufficient water for-the cattle. The boys will now sub tract these two sums. Have-you-a surplus this month? The surface of-the table is-very smooth. Do-you-know what-her surname is? See the superintendent of-the company.

The city is undergoing a-great transformation. I-am going down town to transact some important business. They-will tranship the goods. Transfuse carefully this mixture. You-will transfer him to another class. The vase is almost transparent. Two letters were transposed in-that-word.

I-cannot understand him. I-travel by-the underground railway. Will-you undertake that-task? You-must-not under-sell these goods. Put-the shoes under the chair and-my rubbers under the shelf. I-don't like that-meat, it-is underdone. He-travelled undisguised.

XIII

That-woman is most uninter esting in-her conversation. The patient endures unintermitting pain. He-spoke, uninterruptedly during two hours.

She-journeyed unprotected. He-is-an unpractised doctor. My manuscript is-still unprinted. She-is-an unpromising young woman. He left his-family unprovided for. The enter-prise is unproductive and unprofitable.



SUFFIXES

XIV

The boats will sail, the wind is-now favorable. A-formidable army is-attacking the enemy. His works are inimitable. He-speaks in monosyllables. This-is-an admirable composition. His-action is irremissible. The loss he-has-suffered is irreparable. That article is-not recommandable. Enter these notes as bills receivable*.

His body was terribly mangled. He-was ably defended by his counsel. He-flatly refused to-work. He-has greatly magnified the importance of-the assembly. The train travels rapidly. They repeatedly told-him that-he-was notably absent minded. He-was sadly disappointed.

The draughter has-finished his plans. We-shall thereafter continue our work. My daughter will leave after* me. The rafter should-be a-foot longer. What-is-the cause of-that laughter.

XV

I-am going to-the provincial, industrial and horticultural exposition. It-is quite rational to-proceed in-the manner you suggest. Will-you-have enough material to-finish your undertaking? The professor was offered a-preceptorial seat in-the university*. She-is hysterical. Socialism is fortunately making no rapid strides in Canada.

I-do-not believe in spiritualism. He-will deliver a-lecture on fraternalism and mutualism, and next week on modernism. Materialism is-an unsound doctrine. Do-you understand the mechanism of-that-machine? The teacher should never show

any favoritism to his pupils. The patriotism of that man is really remarkable. Mysticism is the leading feature of that sect.

His irascibility is unbearable. His posterity is very large. That man is noted for his prosperity and liberality. Push the work with celerity and activity. His notoriety is world wide known. In spite of the brutality of his master, the slave has always given* proof of absolute fidelity and submission. She is very much* liked on account of her affability and he, for his probity.

XVI

The probabilities are that the weather will be fine to-morrow. All possibilities of success are against him.

He showed sincere repentance. That man lives in opulence. The reference he made about you was rectified. In spite of her remonstrances he continues to smoke.

He holds a very lucrative position. These recuperative pills are highly recommended. The speaker was very* demonstrative. The manager has great administrative abilities. The child is in a talkative mood to-day. That writer uses several idiotisms. There are relatively few here. The medicine was effectively administered.

Have you made provisions for the winter? There is no relation between us. The proportion is not great. The physician was successful in his operation. I have made an addition to my house. She has a good notion of your capabilities. She loves her child to adoration. What concessions did you make to him? Adulations are always contemptible. The osculations gave* no positive results. Several motions were made at the meetings. The bolts are of different dimensions. The decisions were all in her favor.

XVII

The interior and the exterior decorations of that house are gorgeous. Will you repair the inferior or the superior part of

the ware-house? Was this anterior or posterior to the two last sessions.

Those buildings have a nice appearance exteriorly but interiorly they are in a most deplorable condition. The work was inferiorly executed. If properly done it ought to fit. She has a motherly love for that orphan. He has not attended his class latterly.

Be careful in all you do. That is a beautiful construction. Bring an armful of hardwood. His conduct is shameful. They all cheered when he received the joyful news. She walked gracefully and cheerfully with her powerful husband.

The usefulness of money has no bounds. He is inclined to forgetfulness.

The telegraph brings good news. I broke my phonograph. The mimeograph is a useful instrument.

I have an autograph of the Cardinal. Telegraphy, stenography and calligraphy are very useful sciences to-day. Dumas and pornography are synonymous.

XVIII

I have a beautiful lithographic reproduction of this painting. The telegraphic reports have not yet reached us.

The hall was artistically decorated. The pieces were scientifically arranged. It is geographically situated at the North.

He did not do this knowingly nor willingly. He said that laughingly. The story was wittingly told.

I received good tidings from home. Let me have a few of these things. The copings were removed. I broke the strings of my violin. Bring two brass rings and six steel springs to be used in the soundings of the river. The evenings are warm. The captain has lost his bearings.

Has she any aptitude for music? He deployed great fortitude at the moment of danger. He acted with such prompt-

titude that-he saved all-the inmates of-the buildings which-were a-mass of fire. The multitude witnessed the rescue with admiration. After-that-long journey I-was overcome with lassitude.

He-is heedless to-all we say. He-is-a heartless villain. Is-she-not a-frivolous woman? He-was faultlessly dressed. The child was miraculously saved. The man acted heartlessly on-that occasion. She-was jealously fond of-him. His-thoughtlessness cost-him his life.

XIX

That-captain is renowned for-his experience in seamanship. In workmanship he-has-no superior*. Look at-this beautiful specimen of penmanship. His relationship is numerous.

What judgment did-the judge render? The establishment was ransacked by-the thieves. Let-me read that-document. They-were struck with amazement. You-might occupy that-compartment.

I-went myself.* I-spoke to-himself. Did-you-go yourself.* How did-she manage to-do-all-that-work herself? You-are yourselves* to-blame. We-would rather keep-it for ourselves. Unless they call themselves* for-the tickets they-shall-not have-them.

It is proportionally small. The fruit was rationally divided. The sale is conditional. The missionaries bought two dictionaries. It-is quite discretionary with-you. The mother is-very affectionate. He-was passionate with anger. The auctioneer sold a-quantity of springs for beds. The petitioner obtained the privilege he-was asking.



Mr. Milton H. Gardiner,

American Ice Machine Co*., Raleigh, N. C.

Dear Sir* :

We are to-day in-receipt of-your-favor of April 27, in-reference to-the items in our charge for setting up new stack, moving the stack now in use to-its new location across the railroad*, and moving the iron column to its new position. In-reply, we beg leave to-say we-have carefully gone over the sixth* clause in our proposition of March* 15 with a-view to-determine in-detail the precise cost of-these items. The charge now appears to-have-been more* than it-should-have-been. By doing the work ourselves* and shipping by boat instead of railway* it-will cost-us only \$480 instead of \$510, the price which-was first p!aced upon it. The difference,* as-you-will remark, is really very* small, and-we-wish it-were larger, but such as-it-is, we-will-give-*you the full advantage* of-it, and-will do-work of-the highest quality at-this price, making a-total for-the whole job of \$1,050. We can make no allowance for-the boiler, as-it-is now commercially valueless.

We-believe this proposal will-be satisfactory* to-you, and unless* we hear from-you by telegraph on Thursday in-relation to-it, we-shall-go ahead with-the work as previously determined upon.

Yours truly,

Hon. Walter F. McDougall,

San Francisco, Cal.

Dear Sir* :

I-have-your-favor of-the 14th in-respect to-the schedule of business for the North American Insurance Company*. In-response, I-assure-you I-will-do-my best to-secure the renewal of every* risk in-the list, and-I hope I-may-be successful. I-notice you-give-*me a-list for November* and December* only. I-think it-would-be well for-you to-furnish me with a-list from-the first

of January*, so I may learn just what-is-to-be done and-have* plenty of-time to-work it-up, as-I feel every* confidence we-can obtain the renewal of-most* of-this business, perhaps all of-it, if proper attention is given* to it. Mr. Studam is working on-it now with characteristic energy, and it-is my determination to-follow it-up personally*.

I fail to-grasp the meaning of-the last paragraph of-your communication, which says: "We-wish-no attention to-be paid to-the claims of-any person upon it." Please inform me just what-you-mean by-this. I know most* of-the brokers who place these risks, and-as-I-remarked before, I-believe there should-be no real difficulty* in securing every* risk on-the list.

Reading Exercises

(Superior or Professionnal Course)

For the use of teachers and stenographers who desire to attain a higher degree of proficiency in the art of recording speech.

Greater speech and legibility are the characteristic traits of our system.

The student should read these exercises several times and thus familiarize himself with the stenograms; never write an exercise without reading it over.

Every student should have a copy of our "FIFTEEN HUNDRED ABBREVIATIONS" it will be most valuable to him.



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Mr Milton H Gardner,
American Ice Machine Co , Raleigh, N. C

Handwritten notes in Hebrew script, likely related to the study of the Shema prayer.

Hon. Walter F. McDougall,
San Francisco, Cal.

[illegible]

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Dear Madam :

Possibly you did not receive the reminder we sent, calling your attention to a balance due of \$13.50 which has been due for some time.

This letter will doubtless recall the transaction to your mind, and will, we trust prompt you to remit immediately.

Yours truly

Dear Sir :

Your recent payment extends your subscription to the Street Journal to August the 10th, 1938. We appreciate this opportunity of serving you further.

New subscriptions are naturally always welcome. But there is a special pleasure in a renewal, or, shall we say, "a repeat order from a satisfied customer."

Would you like to cooperate with us to make the Street Journal serviceable to some of your friends or business acquaintances? You undoubtedly know a good many for whom it could have a strong appeal. We would like to get in touch with them.

For your convenience, we are sending the enclosed card and return envelope, and for your anticipated cooperation, our sincere thanks,

Yours truly,

Dear Sir :

We have pleasure in putting before you for your attention an offering of municipal bonds which, we believe, are exceedingly attractive, considering the present market conditions.

The bonds are owned by clients of ours who, because of an extension of their holdings programs, are required to liquidate their holdings, but in the same time are very loath to do this.

A statement of the municipality is enclosed herewith together with a schedule of the bonds available.

This municipality, as you undoubtedly are aware, has situated in its precincts a very large refinery. This organization is enjoying at the present time a tremendous activity in all its branches and the surrounding districts, as a result, is materially very profiting.

If you are interested in this offering, we would appreciate an opportunity to discuss it with you.

Yours truly

Stenographic Diplomas

CONDITIONS

- 10—Use ruled foolscap;
- 20—In the margin, (2 inches), the applicant will write:
 - (a) Names in full,
 - (b) Age,
 - (c) Complete address,
 - (d) Name of professor,
 - (e) Name of the Order,
 - (f) Name of school,
 - (g) Address,
 - (h) Date,
 - (i) For Scholastic, First Degree Professional and Professional Superior Diplomas, state the speed attained in a test of one minute;
- 30—Write on one side of the paper only;
- 40—Write in ink.

CORRESPONDENT DIPLOMA

- 50—Write about 150 words in integral stenography; a business letter or literary subject, (NO POETRY). Fee; 50 cents.

SCHOLASTIC DIPLOMA

- 60—Speed from 50 to 74 words per minute. Do not send the test copy, but a neat copy of the text written either in integral or in abbreviated stenography. Fee: 65 cents.

FIRST DEGREE DIPLOMA

- 70—Same as Article 6. Speed from 75 to 99 words per minute. Fee: 80 cents.

PROFESSIONAL DIPLOMA

- 8°—Same as Article 6. Speed from 100 to 124 words per minute. Fee: \$1.00.

PROF. SUPERIOR DIPLOMA

- 8°A—Speed of 125 words and over per minute. Copy for this diploma should be attested by a notary public or justice of the peace. Moreover, candidates residing in Montreal or vicinity should come to the Perrault Institute to pass the examination, after giving previous notice of two weeks. Fee: \$1.50.

PROFESSORSHIP DIPLOMA

- 9°—Professional Superior Diploma same as Article 6. Minimum speed 125 words per minute.
- 10°—The texts are chosen by the examiner. Two or more tests may be made; the highest speed attained is the one that is accredited.

11°—Those who do not follow a course may obtain the diplomas if the following attestation written on the back of the copy is signed by two reliable persons: This is to certify that Mr..... has complied with the conditions of the Institute and that he has written, in our presence, the shorthand version of the text selected by us. (State speed if the Scholarship, First Degree, Professional or Professional Superior Diploma is applied for).

12°—If the copies are rejected, the candidate may send others. If rejected a second time, the fees are remitted.
The diplomas are awarded at any time of the year.

We will correct shorthand exercises of about 150 words for a fee of 25 cents. The corrections are accompanied by very practical advice. The text should be written on alternate lines in order to facilitate the corrections.

13°—This diploma is awarded free of charge to members of religious Orders whose pupils have qualified for any of the diplomas of the Stenographic Institute. To lay professors, the Fee is: \$2.00.

CAUTION

14°—Teachers are requested to ALWAYS ENCLOSE THE FEES with the examination papers in order to avoid errors and to save extra clerical work such as bills and claims. Over 2,000 diplomas are sent out during the four or five weeks preceding the school closing. In that short length of time, we have so much to do that we will appreciate very much anything done by professors to prevent delays and spare to all concerned, unnecessary correspondence.

N.B.—Only cheques payable at par at Montreal are accepted.

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